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ABSTRACT

This directory is designed as a reference for the educator on the activities of the new social studies research and curriculum development projects. It is not an analysis or an evaluation; it merely reports the information supplied by the 100 various projects --name, director, address, purpose, grade, subject, and products. These projects cover all grade levels from kindergarten through the twelfth grade, and include many social studies subjects; for example: American government, American history, anthropology, Asian studies, black history, civics, conservation education, economics, foreign relations, geography, humanities and social studies, intercultural studies, interdisciplinary studies, intergroup relations, international studies, Latin America, law, minority cultures, public affairs, social problems, social science, United States history, war and peace, world affairs, world cultures, world geography, world history. A second and revised edition will be released by the end of 1970. (SBE)

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MARIN
SOCIAL
STUDIES
PROJECT:

A DIRECTORY OF RESEARCH AND CURRICULUM DEVELOPMENT PROJECTS IN SOCIAL STUDIES EDUCATION

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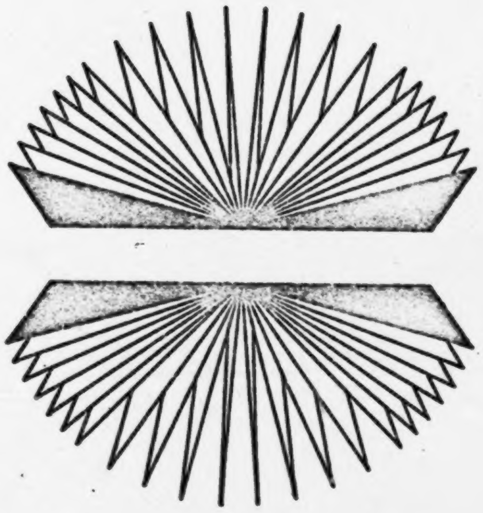

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INTRODUCTION

In the past decade, particularly the most recent five years, social studies research and curriculum development projects have proliferated. Various public and private agencies have allocated considerable money to research designed to provide new theoretical bases for improving social studies curricula. Even larger sums have been budgeted for preparing classroom materials, teacher resource and curriculum guides, electronic media, simulation games, and other instructional materials. Consequently, there are more new alternatives to present social studies education practices than ever.

Very little money, unfortunately, has been invested to ensure dissemination of these research and curriculum development efforts. The consequence is that while the field of social science education grows as a whole, individual educators are finding it increasingly difficult to stay informed of new developments. This directory is designed to help remedy that condition.

The information reported in this document was collected directly from the projects on which it reports. It should be noted that this document is neither an analysis nor an evaluation of projects; it merely reports the information supplied us by the various projects.

Considerable care was taken in the writing of this document to ensure that projects were not misrepresented. We do take full responsibility, however, for all errors found herein.

During the research stage of the production of this directory, the writers realized that the list of projects which could be included is nearly endless. It was decided that if this document were ever to be declared finished, an arbitrary stopping point would have to be reached. That "point" turned out to be June 15, 1969.

A second updated and revised edition of this directory will be released January 1, 1970. If the reader is aware of projects that might be included in the second edition, please write the Marin Social Studies Project.

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Project: A Cultural Approach to the Study of History in Grades Seven and Eight

Director: Alden, Winthrop

Address: Mr. Greylock Regional School District
Williamstown, Massachusetts 01267

Purpose: To prepare a course of study which (1) arouses student interest in the nature of man, the nature of culture, and man's relationship to his environment; (2) integrates the sciences, social sciences, and humanities; (3) stimulates students to receive questions, form hypotheses, synthesize data, and experience the discovery of relationships; (4) helps students explore the sources of knowledge and test their reliability and validity; (5) helps students learn how knowledge of the past is derived; (6) introduces the student to the major areas of the social sciences; (7) enables the student to apply the techniques and the skills of the social sciences to the study of history; (8) draws together the social studies experiences of the elementary and secondary schools.

Grade: Seven and Eight

Subject: History

Product: The project is now completing preparation of two courses of study, one for the seventh grade, the other for the eighth. The seventh grade course is entitled "Man and His Culture," the eighth, "The Search for American Identity." Information about the availability of these materials (as of this writing materials were not available for general distribution) may be obtained from the project. Publishing arrangements have not been completed.

Note: Gregory R. Anrig and Lawrence H. Vadnais, Jr., originally co-directors of A Cultural Approach...Seven and Eight, are no longer associated with the project.

Project: Social Studies Project of the APSA

Director: American Political Science Association

Address: 1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Purpose: To assist elementary and secondary teachers and school administrators with curriculum development and training programs.

Grade: Elementary and Secondary

Subject: Civics (Political Science)

Product: Since this is a research-service project, the project has not developed curriculum materials.

Y

Project: Minority History and Culture

Director: Anderson, Norma Jean

Address: The Saint Paul Public Schools
615 City Hall
Saint Paul, Minnesota 55102

Purpose: To develop social studies curriculum guides which include the contributions of minority groups to American history and culture.

Grade: Kindergarten through Twelve

Subject: Minority History and Culture

Product: The project has developed a guide entitled "Afro-American History and Culture Study Guide." The guide includes an annotated bibliography, biographies, materials on contemporary problems, and recommended teaching strategies. The project intends to produce a similar guide on Mexican-American history and culture during the summer of 1969.

For information about the availability of the guides, write the director.

Project: Intercultural Studies Program

Director: Anderson, Wallace L.

Address: University of Northern Iowa
Cedar Falls, Iowa 50613

Purpose: To coordinate several related programs in intercultural studies including (1) a series of university courses dealing with foreign area studies; (2) a faculty development program which sponsored seminars on China and India for faculty members and provisions for faculty members to study abroad; (3) a series of conferences dealing with various aspects of international studies; (4) a teacher-education program; (5) the acquisition of library and instructional materials on the non-western world; and (6) an exchange program for faculty members.

Grade: Elementary, Secondary, and University

Subject: Intercultural Studies

Product: Although the project does expect to prepare teaching materials for intercultural studies, the only materials available now are a resource bibliography and a summary report on the Intercultural Studies Program.

Project: Sociological Resources for the Social Studies

Director: Angell, Robert C.

Address: 503 First National Building
Ann Arbor, Michigan 48108

Purpose: To design, evaluate, and have published sociological materials for use in secondary schools.

Grade: Eleven and Twelve

Subject: Social Studies

Product: The materials produced by this project will be published by Allyn and Bacon, Inc. over the next three years: 20 or more short units called episodes, six paperback books of sociological readings, and a basic course entitled "Inquiries in Sociology." The first episodes and the first two paperback books will be available during 1969.

Instructors' guides will accompany both the episodes and the basic course in sociology.

Project: Focus on Inner-City Social Studies (FICSS)

Director: Arnoff, Melvin

Address:
Kent State University
College of Education
Room 121
Kent, Ohio 44240

Purpose: To design a social studies curriculum for grades kindergarten through twelve appropriate for urban America, to identify available materials useful in implementing that curriculum, and to develop units of materials in areas where little is currently available.

Grade: Kindergarten through Twelve

Subject: Social Studies

Product: Four social studies units in preliminary edition form are in the testing stage. Although copies of the preliminary editions are not yet available, summary descriptions of the units can be obtained from the project. The project may be able to meet requests for materials after the August, 1969, workshop.

Following is a brief description of the four experimental units:

1. "Families in Our City" was designed specifically for the first semester of grade one; it can be adapted, however, for use in any of the primary grades. One of the purposes of this unit is to encourage self acceptance of, as well as appreciation for, the likenesses and differences that exist between families in communities.
2. "Afro-American in United States History" was written for grades five, eight, and eleven. The purposes of the unit include helping (a) the inner-city student develop his identity, and (b) the suburban student appreciate the contributions of the Black American.
3. "Nigeria: An African Dilemma" is intended for grades six and ten as integral parts of existing world geography and world history courses. One of the purposes of this case study unit is to help the student develop insights into the complexities of Africa.
4. "Minority Power in America" was written for grades nine and eleven. One of the purposes of this unit is to help the student understand the Black People's struggles for fulfillment of the "Great American Dream."

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Project: Developing a Model of Mediated Instruction for the Social Sciences

Director: Baker, John

Address:
Temple City Unified School District
9516 East Longden Avenue
Temple City, California 91780

Purpose: To show that the Temple City Social Studies Materials and Learning Laboratory will prove more effective than programs (1) without a "materials and learning laboratory"; (2) which require teachers to rely on their own instructional strategies; and/or (3) which require teachers to pursue the Temple City Social Studies Instructional Objectives without the aid of a "materials and learning laboratory."

Grade: Elementary

Subject: Social Science

Materials: The model system of instruction developed by the project includes (1) ten fifth grade social science units organized into five student workbooks; (2) a variety of teaching aids, including 35mm filmstrips, 8mm films (loop), records, slides, and transparencies; (3) a learning laboratory designed to accomodate from one to 36 students in a variety of instructional or study modes; and (4) a program for training students and teachers in the use of the materials and equipment.

The program of ten printed units is entitled "The Development of the United States":

Unit I	Globes and Maps
Unit II	Age of Exploration and Discovery of America
Unit III	Colonization and Settlement of the Thirteen Colonies
Unit IV	Formation and Development of Democratic Government and Processes
Unit V	Westward Movement
Unit VI	Civil War and Reconstruction
Unit VII	Industrial Development
Unit VIII	The United States, a World Power
Unit IX	Scientific Development
Unit X	Dimensions of the Future

For information about the availability of these materials, contact the project.

Project: International Studies in Elementary and Secondary Schools

Director: Becker, James M.

Address: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Purpose: To undertake a broad study of the international dimension of elementary and secondary curricula which has as its goals:

1. To prepare the way for curriculum improvement by examining K-12 objectives of international education in American schools.
2. To bring about widespread examination and discussion of the steps required to improve international education in American schools.
3. To bring together leaders in classroom teaching, education and educational psychology, the social sciences, history, geography, and other disciplines in an effort to develop a broad consensus on major priorities for new work in this field.
4. To lay the groundwork for a continuing examination of needs and problems and continuing exchange of experience over the years ahead.

Grade: Kindergarten through Twelve

Subject: International Studies

Product: Although the Foreign Policy Association prepares materials for classroom use by teachers and students, this project does not have that function as one of its purposes. The project does circulate professional papers and expects to produce a final report. For further information about the availability of papers and reports from the project, contact James Becker at the above address.

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Project: Washington University Elementary Social Science Project

Director: Berlak, Harold and T.R. Tomlinson

Address: Metropolitan St. Louis Social Studies Center
Washington University
St. Louis, Missouri 63130

Purpose: To develop a new social science curriculum for elementary schools which will (1) provide students with an understanding of democratic principles, institutions and processes; (2) develop in students the analytical strategies for dealing with social and political controversy; and (3) develop a concern and interest among students in public policy issues that face communities and the nation.

Grade: One through Six

Subject: Social Studies

Product: Materials were not available as of February, 1969. The following materials are in the process of being developed:

Grade Four: "Change and Stability in Rural and Urban Mexico"
"Urban Renewal in Lagos, Nigeria"
"Community Development in India"
"Life in the Soviet Union"

Grade Five: "Boston's West End Project"
"American Neighborhoods in Transition"
"Relocation and the Navaho"

The media for these units include transparencies, tapes, slide-tapes and simulation materials. Teacher's guides will accompany the student materials. Publishing arrangements have not been completed.

Project: Chicago Social Studies Project (CSSP)

Director: Bernstein, Edgar

Address:
University of Chicago
1362 E. 59th Street
Chicago, Illinois 60637

Purpose: To develop a two year World History sequence which (1) focuses in depth on selected content areas of World History; (2) incorporates, with increasing complexity, the "structural perspectives" of social science theory; and, (3) adopts a problem-solving format to encourage student inquiry.

Grade: Nine and Ten

Subject: World History

Product: Following are the titles of the materials being developed by the project:

"Zinch Valley"
"The Mystery of Torralba: Three Investigations"
"India: Selected Problems"
"Poverty and Economic Development"
"Greece: Selected Problems"
"Medieval Studies"
"The Modern World: Contacts Between West and Non-West"

Teachers' guides are being prepared to accompany the above. In addition, "Structural Perspectives: Toward a Model for Social Studies Curriculum," a book for teachers, will soon be available.

The materials listed above were scheduled to be tested and revised during the Spring of 1969. For information about the availability of these materials, contact the project.

Note: These materials are expected to be published.

Project: Project Africa

Director: Beyer, Dr. Barry K.

Address: Baker Hall
Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

Purpose: To design a framework of study on Africa south of the Sahara. The framework will focus on people, contemporary culture, and individual and group problems relevant to life in the latter part of the Twentieth Century. The general objectives of the framework are (1) to formulate concepts and generalizations about people and their behavior which will serve as useful tools in analyzing and understanding people of other cultures; (2) to develop, practice, and refine the skills of intellectual inquiry; and (3) to clarify and develop attitudes and values supportive of these skills.

Grade: Seven through Ten

Subject: The materials are designed to be appropriate for World Geography, World History, and/or World Cultures courses.

Product: Although instructional materials and teaching guides have been developed, copies of the materials are not yet available. Upon conclusion of the extended classroom evaluation (late 1969), the materials will be submitted to U.S.O.E. and placed in the public domain.

Project: (Unnamed)

Director: Brady, Marion

Address: North Area Superintendent's Office
Brevard County Schools
700 Sycamore Street
Titusville, Florida 32780

Purpose: To develop instructional materials which increase the student's ability to acquire, order, and evaluate data related to social systems, thereby improving the student's ability to (1) describe and analyze social systems; and (2) predict courses and consequences of change within, and interaction between, social systems.

Grade: Kindergarten through Twelve

Subject: Social Man

Product: The materials under development at the project are organized around an instructional sequence which begins with a study of the nomenclature of social systems, moves to activities which require students to build structural/functional models for the study of social systems, and concludes with configurational approaches to the study of social systems. The sequence also moves the student from study of small, simple, static, short-term systems to large, complex, dynamic, long-lived systems.

Project: The Social Sciences: Concepts and Values

Director: Brandwein, Paul

Address:
The Center for the Study of Instruction
1000 Geary
Harcourt, Brace & World Bldg.
San Francisco, California 94109

Purpose: To develop a sequential series of materials organized around key social science concepts and values.

Grade: Kindergarten through Nine

Subject: Social Science

Product: Already developed at the Center are student books for grades one, two, three, and four, and teacher's editions for grades one and two. Teacher's editions for grades three and four are expected to be completed by September, 1969.

Materials for grades five through nine and kindergarten are scheduled to be published before the end of 1970.

In addition to these basic student and teacher materials, the Center is preparing a series of short "search" books. These are designed to serve as source materials on specific topics. Of the two already planned, one is on map skills, the other an informational source for the study of Black History.

Note: None of the above materials will be available for purchase prior to January of 1970.

Project: Committee on the Study of History (The Amherst Project)

Director: Brown, Dr. Richard H.

Address:
The Newberry Library
60 W. Walton Street
Chicago, Illinois 60610

Purpose: To carry out research and curriculum development concerned with discovery learning in history. As a part of that overriding aim, the project (1) develops curriculum materials; (2) sponsors in-service training workshops for teachers and other school personnel; and (3) works with local school districts in fostering curriculum innovation.

Grade: Junior and Senior High School

Subject: U.S. History (primarily)

Product: The first set of units developed by the Amherst Project has been published by D.C. Heath. The following units were prepared prior to 1964 (by Heath) under the series title "New Dimensions in American History":

"The European Mind and the Discovery of a New World"
"British Views of the American Revolution"
"The Ratification of the Constitution and the Bill of Rights"
"The Missouri Compromise: Political Statesmanship or Unwise Evasion?"
"The Monroe Doctrine"
"States' Rights and Indian Removal: The Cherokee Nation vs. The State of Georgia"
"Manifest Destiny and Expansionism in the 1840's"
"Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868"
"The Spanish American War: A Study in Policy Change"
"The Negro Struggle for Equality in the Twentieth Century"
"Immigration: A Study in American Values"
"The 1920's: Rhetoric and Reality"
"Responses to Economic Collapse: The Great Depression of the 1930's"

The second set of units are still in the experimental stage. They are scheduled to be published by Addison-Wesley in the Fall of 1969. Following are the titles of the second set of units:

"Freedom and Authority in Puritan New England"
"What Happened on Lexington Green: An Inquiry into the Nature and Methods of History"
"The Embargo on 1807: A Study in Policy Making"
"Civil Disobedience, 1830-1850, and a Modern Analogy"
"Abraham Lincoln and Emancipation: A Man's Dialogue with His Times"

(continued)

Committee on the Study of History (The Amherst Project), continued

"Imperialism and the Dilemma of Power"
"The United States, The League of Nations, and Collective Security"
"Liberty and Security: The Communists Within, 1917-1965"
"Hiroshima: A Study in Science, Politics, and the Ethics of War"
"Korea and the Limits of Limited War"
"God and Government: Problems of Church and State"
"Liberty and Law: The Nature of Individual Rights"
"The American West as Myth and Reality"

A teacher's guide is available for each unit in both series.

Project: Asian Studies Project

Director: Buchanan, Franklin R.

Address:
College of Education
Ohio State University
1945 North High Street
Columbus, Ohio 43210

Purpose: To promote increased attention to Asian Studies in elementary and secondary education by serving as a clearing house for identifying materials and curriculum efforts throughout the country.

Grade: Elementary and Secondary

Subject: Asian Studies, Social Studies

Product: Materials from the project include "Focus on Asian Studies," a quarterly newsletter (primarily for teachers) which serves as a source of information on various Asian studies programs, agencies supplying materials, new books, pamphlets, periodicals, study opportunities for teachers and other related materials.

Student materials have not been developed.

Project: The Defiance College Social Studies Center

Director: Buchman, Randall L.

Address: The Defiance College
North Clinton Street
Defiance, Ohio 43512

Purpose: To bridge the gap between public schools in northwestern Ohio and the programs in higher education for the social studies by developing a program that will enhance the teaching of the social studies; to serve as a clearing house of ideas, an initiator of pilot projects, an evaluator of programs, an aid to the classroom teacher, a resource center, a curriculum consultant, and a coordinator.

Grade: Junior and Senior High School

Subject: Social Studies

Product: The Center has developed an eight week in-service program for member schools. The program deals with "The New Social Studies," goals and objectives of the social studies, media and the social studies, simulation, games and role playing, and the Core Program. "A Survey of Teaching Techniques Used in Social Studies" is being finalized for publication.

The schools participating in the project will be provided the services of a "Media Resourcium," currently under development at the center.

Work on the development of curricula is scheduled to begin in the Fall of 1969. A guide for teaching about prehistoric Indians from an anthropological perspective is expected to be completed during the Fall of 1969.

Note: All materials developed at the project will be available to schools participating in the project. Most materials will be generally available at cost.

Project: An Experimental Course in History-Oriented Humanities

Director: Buske, Morris

Address: Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, Illinois 60302

Purpose: To develop and tryout a two-year course which (1) brings together history, art, music, and philosophy; (2) increases the student's ability to make analytic comparisons among ideas from those disciplines; and (3) improves the student's ability to communicate through the written page.

Grade: Nine and Ten

Subject: World Civilizations

Product: Although neither student nor teacher materials are available, a seven page summary of the program may be obtained from the director.

The results of the tryout will determine whether the program is published commercially.

Project: Sounds of Society: A Demonstration Program in Small Group Inquiry

Director: Chandler, B.J. and Frederick D. Erickson

Address: School of Education
Northwestern University
Evanston, Illinois 60201

Purpose: To investigate informal language behavior - a comparison of inner city and suburban young people's language style in discussing the significance of popular song lyrics.

Grade: Open

Subject: Open

Product: Since this is a research, rather than curriculum development project, no student materials have been developed. For information about the project's final report, "Sounds of Society: A Demonstration Project in Small Group Inquiry," contact the project.

Project: The Education Systems Research Project (ESRP)

Director: Ciaburri, Robert L. and Mitchell P. Lichtenberg

Address:
240 Baker Hall
Schenley Park
Pittsburgh, Pennsylvania 15213

Purpose: To develop a social science curriculum which employs a computer in the teaching of inquiry skills.

Grade: Open

Subject: Social Science

Product: Present plans call for the development of curricular units for high school and college United States History courses. From historical descriptions, documents, and provocative essays, students are urged to develop hypotheses which can be tested by using computers. The emphasis is on the student's resourcefulness and ingenuity to ask appropriate questions and manipulate pertinent data. ESRP sees the student as an active researcher pursuing his own path, rather than a passive button presser, following a preconceived program of instruction.

A prototype model using historical data from the period 1829 through 1860 in United States History illustrates ESRP's concept. The model contains comprehensive biographical data for all congressmen. Approximately five thousand roll-call votes are included. A set of readings, documents, and historical essays provide information for the student. In conjunction with these materials the student develops a number of hypotheses which he then can test. Using a teletype as his link with the computer, the student asks for the data he needs and the computer replies. No technical expertise on the student's part is necessary. He need know only a few basic operational rules to communicate with the computer.

For further information, write the project.

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Project: Black History

Director: Cobbs, Dr. Price and Dr. William Grier

Address:
3516 Sacramento Street
San Francisco, California 94118

Purpose: To develop a course of instruction which gives youth, black and white, a positive sense of identity. The program is designed to be used in the central city and "lily white" suburbs. The program also aims at helping whites understand the significance of the contributions of black people to the world so that respect for the black American is heightened.

Grade: Open

Subject: Black History

Product: The media for the course, which consists of 15 audio-visual presentations, includes some 2,000 slides and a guide for group discussion after each presentation. For information about the availability of the materials, contact the directors.

Project: Survey of Asian Studies in Secondary Schools in New England

Director: Cole, Allan B.

Address: Fletcher School of Law and Diplomacy
Tufts University
Medford, Massachusetts 02155

Purpose: To (1) review and analyze Asian studies curricula in secondary schools in New England; (2) identify the curricular needs of those schools; and (3) recommend ways of meeting them.

Grade: Secondary

Subject: Asian Studies

Product: Student materials were not developed by this research project. The final report was submitted to the United States Office of Education early in 1968.

Project: Anthropology Curriculum Study Project

Director: Collier, Malcolm and T. William Parsons

Address: 5632 Kimbark Avenue
Chicago, Illinois 60637

Purpose: To develop and ready for publication a one-semester course in anthropology entitled "Patterns in Human History"; to develop and ready for publication a six-week unit entitled "Studying Societies: The Kwakiutl as a Model"; to develop a program of research and implementation for ACSP materials.

Grade: Secondary

Subject: Anthropology

Product: "Patterns in Human History" is a one-semester course designed to serve as the first semester of ninth or tenth grade world history or world culture programs. Materials are to be published by The Macmillan Company in November, 1969.

Because many schools had expressed an interest in having these materials available for earlier use, a three-week "sampler" course, "History as Culture Change: An Overview," was produced and used in the Fall of 1968. This three-week sampler is divided into six topics: The Study of Very Early Human Societies; Evidence of Change in Man and Culture During the Pleistocene; Evidence of a Revolution in Culture; A New Kind of Society--Civilization; Culture as Adaptation to Complex Societies; and Problems of Culture Change. The sampler is available from The Macmillan Company.

The teacher's kit includes: filmstrips; recorded script, lecture, and interview; casts including 2 tools, 1 figurine, and 1 Sumerian clay tablet; overhead transparencies; teaching plan and worksheets.

Student materials include: readings, evidence cards, site map, and tablet translations.

ACSP paperbacks in anthropology: (Available from The Macmillan Company) "The Great Tree and the Longhouse: Culture of the Iroquois" (and teachers manual) by Hazel W. Hertzberg. "Kiowa Years: Study in Culture Impact" and "Profile of a People" by Alice Marriott. Accompanying teachers manual by Rachel Reese Sady.

"An Annotated Bibliography of Anthropological Materials for High School Use" by James J. Gallagher.

Available on request from the ACSP office: "Two Dozen Anthropology Books" (a bibliography) and Newsletter No. 7.

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ACSP films: "Day One" and "Inference from Archaeological Evidence" are 16 mm films, black and white, each about twenty minutes long, showing a class using the first lesson from each of two experimental units, "Study of Early Man" and "Great Transformation."

Note: ACSP is funded by the National Science Foundation to develop materials from anthropology which bring a sense of process and structure to the study of world history or world cultures. The program emphasizes student inquiry, original data, and analytical concepts and scholarly generalizations.

After November of 1969 the project's offices will be located at the School of Education, University of California, Berkeley, California. T.W. Parsons will direct research and implementation operations from that address.

Project: Elementary School Geography Project

Director: Crabtree, Charlotte

Address: University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Purpose: To determine whether young children could learn a central concept of geographic theory, and could learn to apply it appropriately in interpreting the data of unfamiliar geographic regions.

Grade: One, Two, and Three

Subject: Geography

Product: Two experimental curricula were developed for this experimental study. Curriculum A was designed to teach children the geographic concept of areal association by engaging children in the geographic operations of (1) examining areal associations of features in selected regions, and (2) analyzing how those features are "associated" in the landscape. Curriculum B was designed to develop children's understanding of selected generalizations from geography.

The study was designed to determine whether the curricula would have different effectiveness in increasing students' (1) knowledge of geographic terms; (2) comprehension of the core concept of geographic theory; and (3) ability to apply that concept appropriately in interpreting the data of unfamiliar geographic regions.

For information about the results of the experiment, see the project's final report "Teaching Geography in Grades One Through Three: Effects of Instruction in the Core Concept of Geographic Theory."

Project: The Productive Thinking Program

Director: Crutchfield, Dr. Richard S.

Address:
Educational Innovation
Box 9248
Berkeley, California 94719

Purpose: To help the student in the upper grades of elementary school extend and strengthen his productive and creative thinking skills. The program is designed to increase the realization of the student's thinking potential by developing his ability to use important skills and strategies of thinking and problem solving.

Grade: Upper Elementary

Subject: Open

Product: One of the significant findings of the program was that students who had used the lessons prepared by the project scored consistently higher than carefully matched groups of control students in the following problem solving attributes:

- Relevance of questions asked
- Quality of ideas generated
- Sensitivity to cues and facts
- Systematized attack on problems
- Number of problems solved

Similar test gains were found for other more "divergent" functions of productive thinking, such as imaginativeness and inventiveness.

Gains on the tests were found across a wide spectrum of individual differences:

- Among low achievers as well as high
- Among boys and girls
- Among the culturally disadvantaged as well as the advantaged

The materials used in the project (for teaching productive thinking), are available for general distribution. There are sixteen lessons and a teacher's guide. Best results with the materials have been achieved when the 16 lessons were spread over an eight-week period.

For further information about the materials, contact the project.

Note: A revised and much expanded version of The Productive Thinking Program is expected to be available from the Charles E. Merrill Publishing Co. by 1970.

Project: Effectiveness of Graphic Illustrations with Social Studies Text

Director: Davis, O.L.

Address: College of Education
University of Texas at Austin
Austin, Texas 78712

Purpose: To determine the effectiveness of three types of graphic illustrations (time-line, map, bar graph) in promoting learning in the social studies.

Grade: Junior High School

Subject: Social Studies

Product: No student materials have been produced. This is a research, rather than a curriculum development, project. A report on the results of the project is available.

Note: A paper summarizing project findings was accepted for publication in Educational Leadership.

Project: NYU Center for Economic Education

Director: Dawson, George

Address: New York University
School of Education
Washington Square
New York, New York 10003

Purpose: To conduct research in economic education and provide consultation service, speakers, materials, and economics instruction for teacher-trainees and teachers in service.

Grade: Open

Subject: Economics

Product: Completed studies at the Center include the following:

"Economics for Terminal High School Students: A Survey of Authoritative Opinion"
"Economics in the Non-Public Secondary Schools of New York"
"The Economic Backgrounds of Social Studies Teachers in New York"
"An Evaluation of the Effectiveness of Introductory Economics Courses in High Schools and Colleges"
"A Nation-Wide Survey on the Economic Education of Teacher-Trainees"
"The Preparation of Future Business Teachers in America: A Nation-Wide Survey"
"A Survey of Research in Economic Education"

Studies nearing completion include:

"Economics in Two-Year Colleges in the United States"
"Techniques Used in Teaching Economics K-12 in the United States"

Studies planned for the near future include:

"The Effectiveness of Introductory Economics in Junior Colleges"

For information about these studies, write the project.

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Project:	Diablo Valley Education Project
Director:	Donchin, Gwyneth
Address:	1730 Grove Street Berkeley, California 94709
Purpose:	To develop, through existing educational systems, the attitudes and understandings required to manage and resolve international conflicts through means other than war, and to handle domestic conflicts over the formulation of foreign policy without violence.
Grade:	Kindergarten through Twelve
Subject:	Democratic Values and the Prevention of War and Violence
Product:	The project (1) has developed educational guidelines for teaching students about alternatives to war; (2) has evaluated teaching materials and practices related to the war/peace field; (3) continues to develop a resource center providing evaluated information on materials, curricula, and classroom techniques; and (4) functions as a curriculum development center.

Note: The principal consulting organization to the project is the Center for War/Peace Studies, 218 E. 18th St., New York, New York 10003.

Project: Education Development Center's Social Studies Curriculum Program (SSCP)

Director: Dow, Peter B.

Address: 15 Mifflin Place
Cambridge, Massachusetts 02138

Purpose: To develop for elementary and secondary schools inquiry-based, interdisciplinary curricula which focus on the unifying questions of man's experience.

Grades: Elementary and Secondary

Subject: Social Studies

Product: EDC has developed or is developing the following courses of study (for details on current development and/or availability of materials, write the project for the continuously revised "Information Sheet"):

1. Man: A Course of Study. The first half of this course contrasts with man's the life cycles and behaviors of three animals - the salmon, the herring gull, and the baboon. The second half of the course is a study of man in society. The course is designed for the upper elementary level, and includes student manuals, teacher's guides, games, films, slides, film notes, journals, analytical and descriptive booklets, poetry and songs.

   A brochure entitled "Man: A Course of Study" can be obtained by writing the project. Samples of student and teacher materials are available at nominal cost.

2. Inventing the Western World. This junior high course explores the West, its values, its political concepts and its view of man as a political being. One unit, "The Death of the Roman Republic," has been developed and a second unit contrasting Athens and Sparta in the 5th Century B.C. is in progress. Student materials include readings, recordings, filmstrips, slides, maps, artifacts, posters, and role plays. Materials for this course are not generally available.

3. From Subject to Citizen. This course focuses on the development of American political freedom and responsibility. The course is divided into five units: (1) Queen Elizabeth: Conflict and Compromise (2) The King vs. the Commons (3) The Emergence of the American (4) The Making of the American Revolution (5) We The People.

   Units 2, 4, and 5 are currently available; samples of the student and teacher materials can be purchased from the project.

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4. The American Experiment. This ninth grade course, formerly titled "The Civic Culture," explores American history by posing questions about American culture and identity. The materials for this course are being field-tested and therefore are not generally available.

5. The Afro-American. A six to twelve-week unit, this "course" deals with the issues of race and black-white relations in America. The materials for this course, which were designed for grades nine through twelve, are expected to be available shortly after December, 1969.

6. Modernization. This course examines the process of modernization and its impact on cultures. First versions of the units are being taught during 1968-69. Materials are not currently available.

Note: A brochure describing the entire EDC social studies program and a periodically revised Information Sheet are available to all inquirers.

Project: Center for Teaching International Relations

Director: East, Maurice A.

Address:
Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

Purpose: To upgrade the teaching of international relations concepts at the secondary level through a series of activities designed to (1) improve backgrounds of teachers in the field of international relations; (2) enrich library holdings on international relations; (3) develop and distribute materials emphasizing international relations aspects found in ongoing social studies classes; (4) coordinate activities in the Rocky Mountain area relating to international education.

Grade: Ten through Twelve

Subject: International Relations

Product: International relations taught in ongoing social studies courses will be improved through (1) four in-service teacher training institutes for high school social studies teachers; (2) a high school librarians' institute; (3) a social studies educators and administrators' institute; (4) the publication of a periodic newsletter; and (5) the establishment of an international relations materials distribution center, all to operate primarily in the five-state Rocky Mountain area of Colorado, Wyoming, New Mexico, Utah, and Arizona. There is also a two-year program for prospective high school teachers culminating in a Master's Degree in International Relations.

Note: Materials and services will be generally available to teachers in the five-state Rocky Mountain area of Colorado, Wyoming, New Mexico, Utah, and Arizona.

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Project: Study of Political Socialization

Directors: Easton, David and Robert Hess

Address: University of Chicago
Chicago, Illinois 60637

Purpose: To investigate how political socialization of young children occurs.

Grade: Elementary

Subject: Social Studies

Product: No student materials were produced. This was a research project and was reported to the United States Office of Education. A book including a report of this project was published in 1967: Hess, Robert D. and Judith V. Torney, The Development of Attitudes in Children, Aldine Publishing Co., Chicago, Ill.; and a book, Children in the Political System: Origins of Political Legitimacy, by David Easton and Jack Dennis, McGraw Hill Publishers, New York, 1969.

Note: Robert Hess, currently on the faculty of Stanford University, was a contributor to a special issue on Political Socialization in the Harvard Educational Review (Summer, 1968, Volume 38, Number 3).

Project: The Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children

Director: Edgar, Robert W.

Address: Queens College
of The City University of New York
New York, New York

Purpose: To explore the impact of biographical and fictional materials about the Negro on the history learnings and interests of disadvantaged Negro eighth graders in depressed-area schools.

Grade: Eight

Subject: History

Product: For information about this study, contact the project.

Project: Greater Cleveland Social Science Program

Director: English, Raymond

Address: Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Purpose: To develop a sequential, cumulative kindergarten through twelve program which stresses basic concepts and skills in all social science disciplines. Emphasis is placed on analyzing values in human societies.

Grade: Kindergarten through Twelve

Subject: All Social Sciences

Product: Materials for grades kindergarten through nine are available from the Educational Research Council. Except for kindergarten, for which there is no pupil textbook, all grades offer both teacher's guide and a text or texts. There are more than sixty different student texts (K through 9) with accompanying teacher's guides. In addition to these materials, which are fully described in a brochure available from the Council, an extended program to provide for individualization of instruction is being prepared. The program will be available for national distribution by Allyn & Bacon, Boston, on the following schedule:

Grades K-3 - 1970-71
4-6 - 1971-72
7-8 - 1972-73
9 - 1973-74

Also available through the Council are various supplementary materials, including teacher handbooks and a filmstrip for grade two.

The Council has also developed an In-Service Teacher Education Package. The Package contains audio-tapes, a teacher's manual, and an administrator's manual.

Project: A High School Social Studies Curriculum for Able Students

Director: Fenton, Edwin

Address:
Carnegie-Mellon University
Carnegie Education Center
Schenley Park
Pittsburgh, Pennsylvania 15213

Purpose: To develop a social studies curriculum which helps each student develop, to the limit of his ability, into an independent thinker and a responsible citizen of a democratic society.

Grade: Nine through Twelve

Subject: Social Studies, Interdisciplinary

Product: Seven courses, organized into four years, have been developed by the project:

Grade 9: Comparative Political Systems. This first semester course compares a primitive political system with the governments of the United States and the Soviet Union. It examines the nature of leadership, the institutional setting, decision making, the role of the individual citizen, and ideology.

Comparative Economic Systems. This second semester course compares an economy in which most decisions are made by market forces (United States) with an economy in which most decisions are made by command. The course focuses on three basic questions - what is to be produced, how is it to be produced, and for whom is it to be produced.

Grade 10: The Shaping of Western Society. This first semester course is a study of change over time in four areas of Western society: the economic system, social organization, politics, and patterns of thought.

Tradition and Change in Four Societies. This second semester course examines four countries - South Africa, China, India, and Brazil. Students analyze, in each case, the traditional society, the impact of Western ideas and institutions, and one major contemporary problem, such as economic growth.

Grade 11: American History. This one-year course focuses on four major themes: the development of the American economic system, the growth of the American political system, the changing American social structure, and the reflection of these developments in the American intellectual tradition.

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Grade 12: Introduction to the Behavioral Sciences. This first semester course is a study of two issues: the methods of inquiry in the behavioral sciences and selected generalizations about the behavior of men as individuals and in groups.

Humanities in Three Cities. This second semester course is a study of the conceptions of the good man, the good life, and the good society as revealed in literary and artistic works produced in ancient Athens, Renaissance Florence, and modern New York City.

The media through which the above courses are taught include student readings, full audio-visual kits for each course, teacher's manuals containing daily lesson plans, evaluating instruments (student tests), and supplementary readings. The materials are published by Holt, Rinehart and Winston, Inc.

Also available are the following professional materials for teachers:

1. The New Social Studies, authored by Edwin Fenton, is a short expository account of the contemporary curriculum reform movement in the social studies. It is published by Holt, Rinehart and Winston, Inc.

2. Teaching the New Social Studies in Secondary Schools: An Inductive Approach, by Edwin Fenton, is a college methods book published by Holt, Rinehart and Winston, Inc.

3. A teacher training film in which Edwin Fenton demonstrates inquiry approaches in the tenth grade course may be rented or purchased.

Project: The New Social Studies for the Slow Learner: A Junior High School American History Course

Director: Fenton, Edwin

Address: Carnegie-Mellon University
Carnegie Education Center
Schenley Park
Pittsburgh, Pennsylvania 15213

Purpose: To develop a junior high school new social studies American History course for the slow learner.

Grade: Junior High School

Subject: American History

Product: A tentative statement of rationale, which includes samples of the materials being worked on and tested in schools, is available from the project.

The materials will be published by American Heritage Publishing Company and distributed through Holt, Rinehart and Winston, Inc. early in 1970. The materials will include a textbook, an audio-visual kit, workbooks, a teacher's manual, and a full testing program.

Project: A Program for Learning in Accordance with Needs

Director: Flanagan, Dr. John C.

Address: American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Purpose: To remedy the educational deficiencies uncovered by project TALENT and, particularly, to design a program to prepare the nation's young people for their changing roles in a technological society.

Grade: Kindergarten through Twelve

Subject: Open, Social Science

Product: The project is developing a functional model which will (1) determine the individual student's needs; (2) tentatively plan the individual's instructional objectives; (3) assist him in attaining these objectives through the use of specially designed modular segments of learning activities; and (4) continuously monitor the student's progress.

For a full description of the system, write the project.

Project: Michigan Social Science Education Project

Director: Fox, Robert S. and Ronald Lippitt

Address: Center for Research on Utilization of Scientific Information
University of Michigan
Ann Arbor, Michigan 48104

Purpose: To help elementary children utilize social science methodology in scientific inquiry to examine problems of behavior, using themselves and the classroom as a laboratory.

Grade: Elementary

Subject: Social Science

Product: The seven units developed by this project were designed to be used at the fourth, fifth, and sixth grades. All seven units can be taught in one year, or one or more units can be adapted to existing curricula. Each unit requires approximately six to eight weeks' study.

Unit I Learning to Use Social Science. This unit introduces pupils to the field of social science and the methods used in studying human behavior. This unit is a prerequisite to the other units.

Unit II Discovering Differences. In this unit pupils identify biological and cultural differences between individuals and groups. They inquire into the causes and effects of making prejudgments about differences.

Unit III Friendly and Unfriendly Behavior. In Unit III, students inquire into the feelings and intentions underlying friendly and unfriendly behavior. This unit is intended to help students understand some important aspects of social interaction.

Unit IV Being and Becoming. In this unit the student studies his own growth and development. How interaction between heredity and environment influences development is explored.

Unit V Individuals and Groups. In this unit children observe the dynamics of group processes. They study three types of group leadership (autocratic, democratic, and laissez-faire) and three types of group members (deviant, mode, and slider).

Unit VI Deciding and Doing. In Unit VI, students observe some of the ways individuals and groups carry out decisions. Students study the causes of successful and unsuccessful outcomes. They discover the common problems people have with the decision making process.

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Michigan Social Science Education Project, continued

Unit VII Influencing Each Other. In this unit pupils examine five bases of social power. They study reasons for accepting influence and learn why some attempts to influence are more successful than others. Group ignorance and the halo effect are also topics for inquiry.

The media for these units (available from Science Research Associates) include a social science resource book for students, a project book for students, record sets, teachers' guides, and a professional book entitled "The Teacher's Role in Social Science Investigation."

Project: A Study of Effectiveness of Different Methods of Teaching International Relations to High School Students

Director: Garvey, Dale M.

Address: Division of Social Sciences
Kansas State Teachers College
Emporia, Kansas 66801

Purpose: To measure the effectiveness of simulation as an instructional technique in comparison with the more traditional lecture-discussion method.

Grade: Twelve

Subject: American Government

Product: No student materials were produced. This was a research project and a summary report is available from the project director, or from

ERIC Document Reproduction Service
Bell and Howell
1700 Shaw Avenue
Cleveland, Ohio 44112

Project: Lincoln Filene Center Program in Research and Development in the Social Studies

Director: Gibson, Dr. John S.

Address:
Lincoln Filene Center
Tufts University
Medford, Massachusetts 02155

Purpose: To develop (1) an elementary program which focuses on intergroup relations; and (2) a secondary program of general social studies for average and below average students.

Grade: Elementary and Secondary

Subject: Intergroup Relations (elementary) and Social Studies (secondary)

Product: The student materials developed at the project are grouped under three basic instructional programs:

I. Dimensions of Citizenship. The titles in this section include "Effective Citizenship: Upton Sinclair and The Jungle" (16 pages), "Citizenship Denied: Diary of a Young Girl" (15 pages), and "Citizenship Affirmed: The Story of Frederich Douglass" (25 pages).

II. Inner City Problems and Prospects. The titles in this section include "The Police: Fact and Fiction" (19 pages), "Welfare: A Way of Life?" (17 pages), "Civil Disobedience: A Higher Law?" (25 pages), and "Urban Renewal: Planners and People" (26 pages).

III. Decision Making in the International System. The titles in this program will be available on or about January 1, 1969. They will average 15 pages in length: "The Boycott of the 1968 Olympics," "Nation Building in Ghana," "The NATO Commitment," "The Hungarian Revolution," "The Lebanese Crisis: Prevention of Conflict," "The Dominican Republic: Engagement in Conflict," "The Suez Crisis: Resolution of Conflict," "The Alliance for Progress: Trade and Aid," "The Marshall Plan: Domestic Sources of Foreign Policy."

The titles in the above sections may be purchased individually or in sets of two or more. Teacher's guides have been prepared for each available title.

Additional materials are in the process of being developed. These projected materials are organized around the following topics: "Civil Rights and the American Negro," "The American Economic System: Problems and Prospects," and "U.S. History for the General Level [illegible]ch Grade Student."

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Lincoln Filene Center Program in Research and Development in The Social Studies, continued

The Center has also developed a simulation game entitled "Conflict: A Game of Power and Policy in the World Today."

Other texts relevant for Problems of Democracy courses:

1. "Civil Liberties: Case Studies and the Law" by Parker, O'Neil, and Econopouly.
2. "Ideology and World Affairs," a paperback for students, was authored by the director of the project, John Gibson.
3. "Practical Political Action" was adapted from the non-partisan Action Course in Practical Politics of the U.S. Chamber of Commerce.
4. "Living Democracy Series." A series of pamphlets for students.

For information about the availability of the above materials, write the project.

Other instructional media available from the project include:

1. "Practical Politics": four b/w films, each 17 minutes long, which deal with the American political process. (Rental)
2. "People and Politics: The Governing Process": six kinescopes, each 28 minutes long, which deal with issues confronted by leading governmental officials. (Rental)
3. "The Challenges of Citizenship": nine kinescopes to be available by January 1969.
4. "American Foreign Policy": a b/w filmed interview with Senator John Kennedy. 12 minutes. (Rental)
5. "The North Atlantic Treaty Organization": a b/w filmed interview with NATO Secretary General, Paul-Henri Spaak. 12 minutes. (Rental)
6. "John Brown at Harper's Ferry": a verbatim transcript of the interrogation of John Brown after his capture at Harper's Ferry. A tape. (Purchasable)
7. "Women's Suffrage": a documentary history of women's suffrage. A tape, 28 minutes. (Purchasable)

Project: Boston University School of Law
Law and Poverty Project

Director: Gibson, William M.

Address: Boston University School of Law
765 Commonwealth Avenue
Boston, Massachusetts 02215

Purpose: To demonstrate the necessity for and feasibility of teaching law.

Grade: Kindergarten through Twelve

Subject: Law

Product: The project has prepared a curriculum guide, course materials, and ideas for legal teaching methodology.

Project: Development of Guidelines and Resource Materials on Latin America for Use in Grades 1 through 12

Director: Gill, Clark C. and William B. Conroy

Address:
University of Texas
403 Sutton Hall
Austin, Texas 78712

Purpose: To improve instruction on contemporary Latin America in the social studies programs of elementary and secondary schools; to identify and organize, sequentially, content from the social sciences appropriate for developing understanding of contemporary Latin America and to develop resource materials for teaching about Latin America.

Grade: One through Twelve

Subject: Latin America

Product: Following are the instructional materials developed by the project:

1. Primary Grades. Lessons at this level involve comparative studies of families, schools, and communities in Latin America and the United States.
2. Middle Grades. "Latin America: Its Land, Story and Peoples." This eight to twelve-week unit contains an overview of Latin America's physical geography and history. Half of the unit is devoted to contemporary culture. Attention is paid to the contributions of the Mayas, Aztecs, and Incas. Mexico and Peru are used to exemplify various items of content throughout the unit.
3. Grades 8, 9, and 10. "Latin America: A Cultural Region of The World." This four to five-week unit stresses the regions within Latin America. Physical geography receives a brief review. History concentrates on Latin America and its civilization in comparison with other world regions.
4. Senior High United States History. "Establishment of the American Nations: Comparison of the Colonial Periods in Spanish and English America." This two-week unit emphasizes the systems and institutions rather than explorers and leaders of the two Americas. According to the authors, this unit could be used successfully in junior high American History.
5. Senior High United States History. "Contemporary Inter-American Relations." This two-week unit focuses on areas of conflict and cooperation in U.S. - Latin American relations since 1945.
6. Senior High Elective. "Contemporary Latin America." This one-semester course examines pertinent political, social and economic problems as well as Latin America's cultural contributions.

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For information about the availability of the above materials, which at this writing are undergoing final revision, write the project.

The background studies which preceded the development of the materials resulted in the following papers:

1. "Teaching About Latin America in the Elementary School: An Annotated Guide to Instructional Resources." Bulletin No. 1, 1967, 40 pp.
2. "Teaching About Latin America in the Secondary School: An Annotated Guide to Instructional Resources." Bulletin No. 2, 1967, 71 pp.
3. "The Social Scientists Look at Latin America: Six Position Papers." Bulletin No. 3, 1967, 174 pp.
4. "Key Ideas About Latin America." Bulletin No. 4, 1967, 33 pp.
5. "The Treatment of Latin America in Social Studies Instructional Materials." Bulletin No. 5, 1968, 41 pp.

The above papers can be ordered from:

ERIC Document Reproduction Service
National Cash Register Company
Box 2206
Rockville, Maryland 20852

Project: SPEEDIER

Director: Hamil, Thomas S.

Address: 101 West Cherry Street
Palmyra, Pennsylvania 17078

Purpose: To meet the rapidly changing educational needs of the schools in Dauphin, Lancaster, Lebanon, and York Counties by providing research, planning, and implementation services to the students, teachers, and administrators of those areas.

Grade: Open

Subject: Social Science and Language Arts

Product: The project sponsors three reading workshops, a linguistic workshop, an elementary social science pilot project, a "Fenton Social Science Pilot Project," a program of continuous progress in language arts, a research dissemination effort, and a consultant service program. The project prepares a newsletter periodically.

For additional information, contact the project.

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Project: Inland Valley Elementary School Archaeology Project: A Comparison of Two Teaching Approaches

Director: Hardy, Donald W.

Address: School of Education
University of Redlands
Redlands, California 92373

Purpose: To prepare a curriculum guide for teaching California archaeology, and to determine the effect of student participation in an excavation on developing knowledge of anthropology.

Grade: Six

Subject: Anthropology

Product: A curriculum guide for teachers, entitled California Archaeology, and a statement of the project rationale are available through the project.

Project: Use of Electronic Computers to Improve Individualization of Instruction

Director: Harnack, Robert S.

Address:
State University of New York at Buffalo
Department of Curriculum Development and Instructional Media
220 A Foster Hall
Library Circle
Buffalo, New York 14214

Purpose: To encourage and aid individualization of instruction by providing the teacher with a series of preplanned suggestions taken from a large computer-based resource unit. This computer print-out of suggestions to the teacher is geared to (1) the specific instructional objectives chosen by the teacher for the total class; (2) the specific objectives for each pupil; and (3) the individual characteristics of each pupil. After the computer has been fed specific instructional objectives and the characteristics of an individual pupil, the machine generates a curriculum guide which prints for the teacher a content outline, suggestions for large group activities, small group activities, instructional materials and measuring devices for each objective chosen for that pupil, and suggestions for individual instructional activities and materials. In other words, each curriculum guide generated is different from the next.

Grade: Elementary and Secondary

Subject: The computer may be programmed to produce curriculum guides for the following topics:

Grades 1-3	"The Market Place"
1-3	"Living with Neighbors"
3	"Communications"
3	"Foods"
3	"Transportation"
4-6	"Man and His Culture"
10	"Manifest Destiny"
10	"U.S. Constitution"
10	"World War II"
10-12	"U.S. Policy and World Affairs"
11	"American Civilization in Historic Perspective"
11	"The American People"
11-12	"Transportation's Influence on U.S. Development"

Product: No student materials were produced. School systems which wish to generate these resource guides would need the computer-based resource units, usually made available on computer tape, as well as computer software. In like manner, they would need compatible hardware or computers in order to generate the specific resource guides for individual teachers.

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Use of Electronic Computers to Improve Individualization of Instruction, continued

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Note: The minimum hardware requirement is an IBM 360 F 30 with one tape drive, one 2311 disc drive, and one line printer available for program execution. The programs, in present use, are written in DOS COBOL and Basic Assembler Language.

Project: The Interaction Between Education and Society in Chicago

Director: Havighurst, Robert J. and Robert L. McCaul

Address: University of Chicago
Chicago, Illinois 60637

Purpose: To trace the relationships between public schools and other social systems operating in the Chicago Metropolitan area since 1925.

Grade: Open

Subject: Open

Product: The final report of this research project is in the United States Office of Education. A book reporting the findings of the project is expected to be published soon.

Project: A Philosophical and Historical Rationale for a New Approach to 'Problems of Democracy'

Director: Hawkes, Glenn W.

Address: 10600 Preston Road
Dallas, Texas 75230

Purpose: To bring together historical and psychological concerns in a manner that helps students grasp their own lives as "making sense," both as individuals and as members of groups.

Grade: Senior High School

Subject: Social Studies

Product: The major thrust of the project has been to develop a rationale, rather than a curriculum. Consequently, no student materials have been developed. There is, however, a report from the project, entitled "A Philosophical and Historical Rationale for a New Approach to Problems of Democracy -- The Social Utility of Historical Narrative." A brief, general statement which both introduces and summarizes the report is available from the project on request. For information about securing copies of the report itself, write the project director at the above address.

Note: Beginning in September 1969, correspondence to the Director, Glenn W. Hawkes, should be sent to the School of Education, University of Massachusetts, Amherst, Massachusetts 01003.

Project: High School Geography Project

Director: Helburn, Nicholas

Address: P.O. Box 1095

Purpose: To develop a one-year course of materials for students and teachers. The course is organized around the settlement theme.

Grade: High School, principally the Tenth Grade

Subject: Geography

Product: Three units have been prepared by HSGP and another three units are being revised. Following are the finished units:

Unit I deals directly with cities. Emphasis is placed on the selection of city sites, the factors which influence city growth, urban land-use patterns, and how settlements are related to one another. A major feature of this unit is the construction of the hypothetical city, Portsville, using historical data from Seattle, Washington.

Unit II centers on economic geography, concentrating on manufacturing and agriculture. The importance of farm and factory to man, how they affect his landscape, and how they are in turn affected by their location are some of the issues presented. Two major activities in this unit are decision-making and role-playing games which deal with the location of a factory and the risk involved in American farming.

Unit III is concerned with cultural geography. It begins with an examination of cultural relativity by looking at the various ways cultures view cattle. It then studies cultural diffusion through simulation games, through an activity on sports, and through an activity on the expansion of Islam. Students are also introduced to the concept of culture regions to which the Islam activity contributes. A summary activity introduces students also to the concept of increasing cultural uniformity through modernizations.

Media for the above units include student resource books, student manuals, transparencies, vicinity maps, data tablets, map packets, stereograms and stereoscopes, slides, transparency masters, and teacher's guides.

(continued)

The three units under revision are:

Unit IV, which introduces students to political geography;
Unit V, which is designed to acquaint students with the elements of man's habitat; and
Unit VI, a regional unit on Japan.

A variety of media will be available for these units. The Macmillan Company is the commercial publisher for all the Units (I through VI), and some materials will be available in the Fall of 1969 or early 1970.

Note: After September, 1969, Dana Kurfman will be the director of the project. Inquiries to the project may be directed to either the Director or the Information Editor, Louise Ott.

Project: Janesville Social Studies Project

Director: Hubel, Keigh

Address: Janesville Social Studies Project
3125 Mineral Pt. Avenue
Janesville, Wisconsin 53545

Purpose: To prepare a course of study which combines and synthesizes the social sciences, humanities, and history in such a way that a composite view of man can be studied.

Grade: Ten, Eleven, and Twelve

Subject: History, Social Sciences, and Humanities

Product: The project's product is a three-year sequence of interdisciplinary courses which place emphasis on the idea that man's creativity can best be understood--and shared--when a constant creative student attitude is encouraged. The sequence spreads the study of sequential history over five of the six semesters of senior high school. The final semester is devoted to a study of social science disciplines and a use of them in interdisciplinary attempts to solve contemporary problems.

Students are introduced to an analytical pattern in the tenth grade and, when appropriate, study the economic system of various societies and eras with this pattern as a frame of reference. In this way an acquaintance with the concepts, generalizations, principles, and theories of economics is built up over five semesters and brought to a focus in the sixth-semester study of the methodology. The same is true for the other social science disciplines.

Following is the outline of the three-year sequence:

10th grade: (Vol. I) Pre history through the Renaissance, including the Reformation

11th grade: (Vol. II) Discovery and Exploration through the Nineteenth Century (Including U.S. History)

12th grade: (Vol. III)
- 1st quarter: Events of the 20th Century
- 2nd quarter: The 20th Century Topically: Art, Literature, Music, Philosophy, Religion, Science, Recreation, Urbanization
- 3rd quarter: Social Science Disciplines
- 4th quarter: Presentation of the results of research and thinking upon contemporary problems.

For information about the availability of these materials, contact Man Thru Time Publishing Co., P.O. Box 2118, Madison, Wisconsin.

Project: Research Program in the Effects of Games with Simulated Environment in Secondary Education

Director: Inbar, Michael and James S. Coleman

Address:
Center for Study of Social Organization of Schools
The John Hopkins University
Baltimore, Maryland 21218

Purpose: To determine the effect of project-developed games with simulated environments in secondary education.

Grade: Secondary

Subject: Social Studies

Product: The project has developed six simulation games (*Democracy*, *Life Career*, *Parent-Child*, *Consumer*, *Economic System*, and *Disaster*), all of which are expected to be available from Western Publishing Company by 1969.

Note: A handbook by William Nesbitt, entitled *Simulation Games for the Social Studies*, includes a list of K-12 social studies games. The handbook may be obtained by writing to School Services, Foreign Policy Association, 345 East 46th Street, New York, New York 10017.

Another book, *Simulation Games for Learning*, surveys evaluative studies on games as learning tools. The book is published by Sage Publications, Beverly Hills, California.

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Project: Social Science Teaching Institute

Director: Jacobson, Dr. Daniel

Address: Michigan State University
East Lansing, Michigan

Purpose: To enlist the efforts of social scientists, social science and social studies teachers, and other educators interested in improving the quality of social studies curricula and teaching in the nation's elementary and secondary schools.

Grade: Kindergarten through Twelve

Subject: Social Studies

Product: For information about the activities of the Institute, write the project director.

X

Project: Survey of Free Printed Materials for Conservation Education

Director: Johnson, Carl S.

Address:
School of Natural Resources
Ohio State University
124 W. 17th
Columbus, Ohio 43210

Purpose: To survey and report on free printed materials for conservation education.

Grade: Kindergarten through Twelve

Subject: Conservation Education

Product: Since this was a research, rather than curriculum development, project, no student materials were developed. The final report of the project was delivered to USOE in March of 1967. The project advises those who wish information about the project to contact Educational Research Information Center, Room 3006, 400 Maryland Avenue, S.W., Washington, D.C. 20202. The final report has the same title as the project.

f 8/70

Project: Random-Access Data Storage and Retrieval System for Inductive Social Studies Instruction

Director: Joyce, Bruce R.

Address:
Teachers College
Columbia University
New York, New York 10027

Purpose: To develop a data storage and retrieval system which can be used to: (1) investigate its use as a prototype setting for social studies instruction; and (2) provide a setting for the study of children's concept formation and problem-solving when they have access to a large amount of information on a single topic.

Grade: Two through Seven

Subject: Pueblo Culture, Social Studies

Product: This system consists of several thousand modules of information (written for use by children); tape recordings of each module of information; about five hundred slides; nearly two hundred pictures (many taken during the last century by anthropologists); several dozen legends and stories; a large number of dramatizations of events and meetings; and a quantity of maps, charts, graphs, and other devices for storing information.

These modules of information are indexed according to the Human Relations Area File, which provides a model covering most aspects of the culture. The information utilized has been drawn from sources ranging from the accounts of the Spanish explorers of the sixteenth century to information gathered by anthropologists, government agencies, and the Indians themselves.

Another culture will be added to the system enabling children to solve cross-cultural problems and make cultural comparisons.

Project: Knowledge of Economics of Eleventh Grade U.S. History Students

Director: Kastner, Harold H.

Address: State of Florida
Department of Education
Tallahassee, Florida 32302

Purpose: To determine whether planned instruction in economics in the eleventh grade course of American History contributes significantly to economic understanding.

Grade: Eleven

Subject: American Economic History

Product: Student materials were not developed for distribution. The supply of project reports which describe the experiments conducted at this project is depleted.

The reported results showed slight gains for the groups in which there was some special emphasis on economics; the differences in achievement between the experimental and control groups were not high.

The results were measured by a test developed under the aegis of the Joint Council for Economic Education.

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Project: Materials and Activities for Teachers and Children (MATCH)

Director: Kresse, Frederick H.

Address:
Children's Museum
The Jamaicaway
Boston, Massachusetts 02130

Purpose: To study the role of real objects as mediators of learning and to discover principles for combining media and activities into learning systems for predominantly non-verbal subject matter.

Grade: Kindergarten through Six

Subject: Social Science

Product: The project has developed 16 units, all of which are accompanied by a teacher's guide. The titles of the units are:

Grades Nursery-1	"Waterplay"
K-2	"Grouping Birds"
1-3	"The City"
1-3	"Houses"
2-3	"Animal Camouflage"
3-4	"Seeds"
3-4	"Netsilik Eskimos"
3-4	"Musical Shapes and Sounds"
3-5	"The Algonquins"
4-6	"Imagination Unlimited"
4-6	"Paddle-to-the-Sea"
5-6	"A House of Ancient Greece"
5-6	"Rocks"
5-6	"Medieval People"
5-6	"Japanese Family 1966"
5-6	"The MATCH Box Press

The objectives, contents, and characteristic activities of each of these units are described in a mimeo brochure available from the project. For information about the availability of these materials, contact either the project or the publisher (American Science & Engineering, Inc., 20 Overland Street, Boston, Massachusetts 02215).

Project: To Study Insights Gained from a High School Social Studies Course

Director: Lalor, Ida B. and Maurice Hartung

Address: Chicago State College
6800 South Stewart Avenue
Chicago, Illinois 60621

Purpose: To test the generative capacities of anthropological concepts for developing social sensitivity and certain intellectual skills.

Grade: Nine

Subject: Cultural Anthropology

Product: This project involved teaching a course of study based on cultural anthropology to a group of high school freshmen for the purpose stated above. The complete course of study has not been organized for publication (no student materials currently available), but a characterization of it can be found in Ida Lalor's dissertation, a copy of which is available from the Department of Photo Duplication, Swift Hall Basement, University of Chicago, Chicago, Illinois 60637.

Project: Social Science Curriculum Study Center

Director: Leppert, Ella C.

Address: University of Illinois
Curriculum Laboratory
1212 West Springfield Avenue
Urbana, Illinois 61803

Purpose: To develop three sequential courses in the social studies for academically able students in grades 8, 9, 10, or 12, and/or average ability students in grades 9, 10, or 12.

Grade: Eight, Nine, Ten, and Twelve

Subject: Interdisciplinary Social Studies

Product: The materials emphasize concepts, generalizations and skills of social analysis, and are designed to help students understand that there is an internal consistency to culture; that values are woven into the fabric of a culture; and that these values give direction to the way of life a people develop over time.

The materials developed thus far (both student and teacher manuals) are organized into three courses:

Course I. In this course, selected concepts, generalizations, and skills of social analysis are introduced and partially developed in three 12-week instructional units:

Unit 1: "The Family in Society"
Unit 2: "Economics: Choice Making"
Unit 3: "Community Political Processes"

Course II. This course develops and applies those concepts introduced in Course I:

Unit 1: "Man's Physical Environment"
Unit 2: "Cultural Development"
Unit 3: "Classical Civilizations"
Unit 4: "European Civilizations"

Course III. This course is designed to deepen and broaden the student's perception of other cultures: South Asia (India), Sub-Saharan Africa, and the Soviet Union.

Limited numbers of copies of these materials are available from the project. For further information, write the project.

Project: A Social Studies Curriculum for a Modern World (Marin Social Studies Project)

Director: Lester, G. Sidney

Address:
Marin County Superintendent of Schools Office
201 Tamal Vista Blvd.
Corte Madera, California 94925

Purpose: To field test and evaluate new social studies curricula for the purpose of developing (1) a kindergarten through twelve framework which reflects innovative developments in social science education; and (2) an in-service training system to accompany that framework.

Grade: Kindergarten through Twelve

Subject: Social Studies

Product: Since this is primarily a research project, classroom materials for students have not been developed. The project is in the process of building a new social studies resource center and limited resource center services are available. An interim report on project activities is available from the project.

This directory is a product of the project, and is available at minimal cost.

Project: AWARE Center (Adirondack World Affairs Resources for Education)

Director: Long, Harold M.

Address: 3 Quade Street
Glens Falls, New York 12801

Purpose: To conduct workshops aimed at developing in teachers an understanding of the world as a community, and thereby to contribute to the improvement of world affairs instruction; to prepare and distribute a newsletter on educational resources for world affairs; to arrange for visits of guest teachers from other lands and to facilitate exchanges of teachers and students.

Grade: Elementary and Secondary

Subject: World Affairs

Product: The materials made available by the project include a newsletter; "Improving the Teaching of World Affairs: The Glens Falls Story" by Harold M. Long and Robert N. King. Bulletin No. 35; Curriculum Series No. 13: "Bringing the World into Your Classroom: Gleanings from Glens Falls" edited by Mary Renaud.

Excepting the newsletter, which is available through the project, the above materials are published by the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C.

Note: The following announcement appeared in the February 1969 issue of AWARE-ness NEWS, the project newsletter:

> "This is the last issue of AWARE-ness NEWS, because the funding for this project under Law 89-10, Title III of the Elementary and Secondary Education Act, is concluded in February."

X

Project: Committee on Civic Education

Director: Longaker, Richard P. and Charles Quigley

Address: Committee on Civic Education
School of Law
University of California
Los Angeles, California 90024

Purpose: To develop curriculum materials and teacher-training programs in the field of civic education.

Grade: Kindergarten through Twelve

Subject: Civic Education

Product: Work in this project has produced two books for students:

1. "Your Rights and Responsibilities as an American Citizen: A Civics Casebook" by Charles Quigley. Teacher's guide available.
2. "Conflict, Politics, and Freedom" by Charles Quigley and Richard Longaker. Teacher's guide available.

Both of the above are published in paper by Ginn and Co., Statler Office Building, Boston, Mass.

Project: Development of Economics Curricular Materials for Secondary Schools

Director: Lovenstein, Meno

Address: Copeland Hall, College of Business Administration
Ohio University
Athens, Ohio 45701

Purpose: To produce curricular materials in economics which demonstrate the value of structure and orderly unfolding in teaching that discipline. The approach emphasizes teacher orientation and student discovery.

Grade: Secondary, particularly Grade Nine

Subject: Economics

Product: The materials produced by this project emphasize structure for the purpose of helping the students and teacher (1) recognize the value of the structure of a discipline in the presentation of the analysis; (2) rediscover economic concepts in an "orderly unfolding"; (3) present a sustained demonstration of, and participation in, economic reasoning; (4) retain economic orientation; and (5) relate economic analysis to economic policy.

Both student materials and teacher's guides are available. For information about titles, write the Ohio Council on Economic Education, Bentley Hall, College of Business Administration, Athens, Ohio 45701.

Project: A Study of the Objectivity of Materials Used in Current Events Instruction in Secondary School Social Studies Classrooms

Director: Lowe, William T. and Gordon Purrington

Address: School of Education
Cornell University
Ithaca, New York 14850

Purpose: To determine the objectivity of materials used in current events instruction in secondary school social studies classrooms.

Grade: Secondary

Subject: Social Studies

Product: Because this project focused on research, rather than curriculum development, no student materials were produced. Although all copies of the final report have been distributed, information about the study is available from the project director.

Project: Curriculum Innovation in the Fields of History, Science, Music, and Art Within a Single Institute

Director: Madden, Charles F.

Address: Webster Institute of Mathematics, Science, and the Arts
Webster College
St. Louis, Missouri 63119

Purpose: To develop (1) curriculum materials in the fields of science, history, music, and art for the lower schools; and (2) a mode of teacher preparation aimed at producing teachers capable of handling such materials.

Grade: One through Eight

Subject: Interdisciplinary, Social Science

Product: The project has developed for publication a series of units which integrate art with one or more of several other disciplines (science, mathematics, history, psychology, and philosophy-religion). The series of units consist of a set of problems, each of which is a 10-20 minute controlled classroom experience for students. One of the units most directly related to social studies is called "The Road Game." This unit is designed to teach students about communication and complex communication channels. Although intended for the intermediate grades (5-8), the authors report successful use of it at the high school level. "The Road Game" is not recommended for grades K-4.

Additional information about these materials and their availability may be obtained by writing the project.

Note: Publication of the WIMSA Newsletter has been suspended.

X

Project: Developmental Economic Education Program (DEEP)

Director: Maher, John E.

Address: Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Purpose: To form partnerships among major school systems, colleges, and universities, regional councils, and the Joint Council in order to (1) train teachers in economics; (2) develop curriculum materials; and (3) evaluate and disseminate procedures and materials throughout the country.

Grade: Kindergarten through Twelve

Subject: Economics

Product: Classroom materials available through the Joint Council include teacher's guides, bibliographies, student readings, and filmstrips. A price list is available from the Joint Council at the above address.

Project: Dayton Negro History Program

Director: Marable, June

Address: Dayton Board of Education
348 West First Street
Dayton, Ohio 45402

Purpose: To broaden the background and understanding of teachers and students concerning the role and contribution of Negro Americans - both present and past - to American life and culture.

Grade: Kindergarten through Twelve

Subject: Negro History

Product: In addition to a brief newsletter (The Link), a bibliography of new curricular materials for Negro American History, and a bibliography of paperback books relevant to the study of Negro Americans, the project is developing a curriculum designed to help students understand and appreciate the diverse and significant contributions of ethnic minorities, particularly the Negro American.

Project: Inquiry Into Social Issues (Structure and Process of Inquiry into Social Issues in Secondary Classrooms)

Director: Massialas, Byron G.

Address:
The University of Michigan
School of Education
Ann Arbor, Michigan 48104

Purpose: To investigate how emotional reactions are affected by certain intellectual operations and value judgments, and to probe the role of the teacher in the rational examination of social issues. More specifically, the objectives of the study are to (1) gain information from secondary school teachers of social studies, English, and biology in Michigan about their attitudes toward and methods of dealing with social issues in their classrooms; (2) more clearly define the role of the teacher in critically examining social issues within the classroom environment; and (3) develop a category system for analyzing discourse in the social studies classroom.

Grade: Secondary

Subject: Social Studies, Biology, and English

Product: The above mentioned "category system" will be designed to be especially sensitive to the presence or absence of logical thought processes in the resolution of an emotionally charged issue.

Although the study is not yet completed, a paper entitled "Belief in Authoritarian and Traditional Values and the Discussion of Social Issues" has been prepared by Byron Massialas, Nancy Freitag, and Jo A. Sweeney. For information about the availability of the paper, write the project.

Project: Analysis and Judgment-Making in Foreign Relations

Director: Mastrude, Roger G.

Address: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Purpose: To improve the teaching of world affairs by a learning process which enables students to internalize a conceptual framework for the analysis of international problems; to acquire the ability to apply that framework independently to new international problems as these arise--in school and, hopefully, in adult life.

Grade: Ten through Twleve

Subject: Social Studies

Product: A simulation entitled "Dangerous Parallel," which employs the conceptual framework referred to above, will be published by Scott, Foresman in March, 1969. The simulation in its present form has limited objectives: mainly to introduce the students to the nature of international decision-making and certain basic elements in inter-nation behavior. Other materials are in the process of being developed. "Dangerous Parallel" will be available through Scott, Foresman only; all other materials will be available through the Foreign Policy Association only.

Project: World Studies Inquiry Program

Director: McKeown, Robin

Address: School of Education
Tolman Hall
University of California
Berkeley, California 94720

Purpose: To develop inquiry curriculum materials on World Studies for inner-city high school students.

Grade: Nine through Twelve

Subject: World Studies

Product: The 100 units developed by this project were designed for inner-city high school students reading below grade level. The mean reading level of the materials is 4.5 grade; none of the materials has a reading level above 5.0. The 100 units, each of which requires approximately one class period of instruction, are divided into four major sections of 25 units each:

Section I	"Africa"
Section II	"Europe"
Section III	"Asia"
Section IV	"Latin America"

The publisher of these materials, which have been scheduled to be commercially available in the Spring of 1969, is Field Educational Publications, Inc.

Project: High School Curriculum Center in Government

Director: Mehlinger, Howard D.

Address: 1129 Atwater
Bloomington, Indiana 47401

Purpose: To develop alternative materials and approaches for existing high school courses in civics and government. The project has under development a course in American Political Behavior.

Grade: High School

Subject: Civics and Government

Product: Although student materials have been prepared, arrangements for commercial publication have not been made. The project will supply student materials and teacher's guides only to the pilot schools and those agencies which can demonstrate a need for them.

Materials prepared by the project include:

1. "American Political Behavior," Volumes I-IV (for students), plus accompanying teacher's guides.
2. "The Study of American Political Behavior" by Howard D. Mehlinger. (This is an occasional paper available on request from the project.)

In addition to these materials, the National Council for the Social Studies has published John J. Patrick's "Political Socialization of American Youth," Research Bulletin No. 3, 1967, NCSS.

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Project: Social Studies Curriculum Development

Director: Melby, Mable

Address: 807 Broadway N.E.
Minneapolis, Minnesota 55413

Purpose: To develop teaching units that promote (1) basic understandings of discipline oriented concepts and generalizations; (2) thinking abilities; (3) values and attitudes necessary to constructive human relations; and (4) academic and group skills.

Grade: Kindergarten through Six

Subject: Social Studies

Product: For information about the teaching units being developed at the project, write the director.

Project: Evaluative Teaching Strategies in the Social Studies

Director: Meux, Milton O.

Address: Milton Bennion Hall
Room 218A
University of Utah
Salt Lake City, Utah 84112

Purpose: To obtain data concerning how students react to different kinds and strengths of support for a particular value judgment.

Grade: High School

Subject: American Problems, Community Problems

Product: Since this is a research project, no student materials have been developed. A final report is available from the United States Office of Education.

Project: Asian Studies Curriculum Project

Director: Michaelis, John U.

Address:
School of Education
Tolman Hall
University of California
Berkeley, California 94720

Purpose: To improve instruction on Asian countries as an integral part of the social studies program in elementary and secondary schools. Concepts, themes, and main ideas from studies conducted by social scientists and area study specialists were used as bases for planning.

Grades: Nine through Twelve

Subject: Asian Studies

Product: In addition to the recently completed final report, the project has developed 40 classroom units, 15 of which were revised for publication by Field Educational Publications, Inc. The 15 units are divided into three "bundles":

Bundle I:	"Asian Thought"
Unit 1	"Confucianism"
Unit 2	"Buddhism"
Unit 3	"Chinese Painting"
Unit 4	"Chinese Popular Fiction"
Unit 5	"Mahatma Ghandi"
Bundle II:	"Change and Challenge in Twentieth Century Asia"
Unit 1	"East Meets West"
Unit 2	"Mao Tse-tung"
Unit 3	"Life in Communist China"
Unit 4	"Modernization in Japan"
Unit 5	"China and the United States"
Bundle III:	"Traditional Patterns of Asian Life"
Unit 1	"Water, Land, and Climate in Asia"
Unit 2	"Hunger and Poverty in Asia"
Unit 3	"Man and Woman in Asia"
Unit 4	"Class and Caste in India"
Unit 5	"Cultural Patterns in Asian Life"

In addition to these materials, an anthology entitled "20th Century Asia" by John Michaelis and Robin McKeown is available from McGraw Hill Publishers, Webster Division. The project also has available some twenty position papers. For information about the papers, write the project.

Project: Educational Programming of Cultural Heritage (EPOCH)

Director: Monfort, Jay

Address: Berkeley Unified School District
1033 Heinz Avenue
Berkeley, California 94710

Purpose: To create a new multimedia environment for learning, by developing innovative and exemplary programs, materials, methods, and approaches for the teaching and understanding of man's cultural heritage through the arts, humanities, and social sciences.

Grade: Open

Subject: Arts, Humanities, and Social Sciences

Product: Work at the project has resulted in a demonstration chamber, a resource room consisting of 36 stations for individual audiovisual research, and a small museum. The museum is designed to provide students with tactile learning experiences, in that they are encouraged to come into physical contact with the pieces in the museum. This includes, for example, trying on Japanese kimonos.

The demonstration chamber is a circular enclosure, created by 18 projection panels placed around its perimeter. Behind the panels is a variety of audiovisual equipment, making it possible to immerse the student in a simulated environment. In the center of the room is a spotlighted world history time table, 11 feet in diameter. The table's surface is divided into pie-shaped sections, one for each of the continents. Concentric circles also ring the table, measuring off time from 1970 back through millions of years. On top of the table are more than 200 artifacts chosen to mark high points in man's achievements. As in the museum, students are encouraged to handle the artifacts.

The resources of the demonstration chamber include some fifty thousand slides, a 1500 volume library, 500 filmstrips, 200 records, 265 artifacts and museum reproductions, 100 sound tapes, 45 film loops, 53 16 mm films, 11 charts, and 35 maps and globes.

In addition to these in-house resources, EPOCH has developed a portable classroom unit, which, on a smaller scale, attempts to achieve some of the same effects. The project is currently planning a small school unit which can be installed in remodeled space for moderate cost.

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In addition to creating a new learning situation for students, EPOCH serves as a clearing house for information on new resources and equipment and operates as a training ground for teachers seeking ways to trace the cultural achievements of all mankind and to relate them to the life of today.

Visitors to EPOCH are welcome.

Project: Constitutional Rights Foundation

Director: Monroe, Vivian and Todd Clark (Director, Educational Programs)

Address: Constitutional Rights Foundation
Suite 1012
609 South Grand Avenue
Los Angeles, California 90017

Purpose: To improve the teaching of the Bill of Rights throughout California by (1) expanding through cooperative projects with schools and colleges the in-service and pre-service programs of CRF; (2) producing teacher and student materials; (3) extending CRF's consultant relationships with schools, communities, and law enforcement agencies; and (4) enlisting increased financial support from the major foundations.

Grade: Elementary and Secondary

Subject: Social Studies: Bill of Rights

Product: As a result of a grant from the Taconic Foundation, DeAnne Sobul, assisted by Lawrence Sager, CRF legal consultant, has authored four student case books which are now being tested in junior and senior high school classrooms. The titles of the four units are:

1. "What Are The Rights of the Accused?"
2. "Does De Facto Segregation in the Public Schools Violate Equal Protection of the Laws?"
3. "How, When, and Where Should Freedom of Speech be Limited?"
4. "United States v. Daniel Seeger"

In addition to these student materials, "The Bill of Rights, A Handbook for Teachers" and "Bill of Rights, A Source Book for Teachers" are available from Benziger Bros., Inc. Both of these books have been authored (primarily) by DeAnne Sobul, Educational Consultant to CRF.

The CRF sponsors several activities, including conferences, seminars, the Annual Bill of Rights Teachers Contest, summer workshops, advisory committees to the California State Board of Education, and both pre-service and in-service training programs.

The CRF also prepares a semiannual newsletter available on request to California social studies teachers, although donations are welcomed. For others, both yearly subscription and single copy rates are available. For further information about the newsletter (or other activities of CRF) contact the project.

Project: NCA Foreign Relations Project

Director: Moore, Jerry R.

Address: Room 740
53 West Jackson Blvd.
Chicago, Illinois 60603

Purpose: To (1) stimulate interest in United States foreign policy; (2) promote foreign relations instruction as an integral part of the social studies curriculum; (3) help students develop critical and lasting awareness of foreign policy problems; (4) assist social studies teachers in curriculum planning; and (5) effect closer cooperation among high schools, universities, and voluntary agencies.

Grade: High School

Subject: Foreign Relations

Product: "The Foreign Relations Series" consists of compact studies on United States foreign policy problems. They were written by political scientists and historians for high school students. Introductory chapters provide geographical, historical, and economic background to the study of U.S. foreign relations. Final chapters pose alternative approaches to key issues confronting the United States.

The series consists of a set of booklets, each of which is accompanied by a teacher's guide. The guides analyze the subject content in the booklets and suggest activities, discussion questions, and additional reading. Following are the titles:

"The United States and World Affairs"
"Chinese Dilemma"
"America's Role in the Middle East"
"The New Europe, the Common Market, and the United States"
"Southeast Asia and American Policy"
"The United States and the Soviet Challenge"
"Africa and the World Today"
"The United States in the United Nations"
"The United States' Role in Latin America"
"India and the World Today"
"Japan - Ally in the Far East"

The booklets are published by Laidlaw Brothers, Inc. of River Forest, Illinois.

In addition to the booklets, a collection of papers entitled "International and Intercultural Relations" is available for teachers. The papers demonstrate four ways of studying and/or organizing information about international relations. For information about the availability of these papers, write the project.

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Project: Social Science Education Consortium

Director: Morrissett, Dr. Irving

Address: 1424 Fifteenth Street
Boulder, Colorado 80302

Purpose: To encourage and support creative, cooperative work among social scientists and educators in the construction and use of elementary and secondary social studies curricula in which the content and methods of the social sciences receive the major emphasis.

Grade: Elementary and Secondary

Subject: Social Studies

Product: Consortium publications include the following:

1. "Concepts and Structure in the New Social Science Curricula," edited by Irving Morrissett, is a report on the January 1966 conference sponsored by the Consortium. In addition to transcripts of round table discussions held at the conference, this Holt-Rinehart-Winston paperback contains several position papers prepared by project participants.
2. The "Curriculum Analysis System," developed by W. Williams Stevens and Irving Morrissett, consists of a carefully organized sequence of questions which can be used to investigate curricula. Application of the entire system to a given curriculum produces a detailed, comprehensive analysis of that curriculum. The system is flexible, however, in that the user may elect to use only portions of the system, therefore controlling both the amount of time spent using the system and the amount of information generated by its application. The "Curriculum Analysis System" is recommended to those who need a systematic method of analyzing curricula.

   The Consortium has used the system to conduct analyses of various social studies curricula. Information may be obtained about those analyses, some of which are available, from the Consortium.

In addition to the above, the Consortium has published a number of professional papers:

1. "Geography" by Peter Greco. SSEC Publication #102
2. "The Political System" by David Collier. SSEC Publication #103
3. "A Systems Approach to Political Life" by David Easton. SSEC Publication #104

(continued)

4. "Economics" by Lawrence Senesh. SSEC Publication #105
5. "The Methodology of Evaluation" by Michael Scriven. SSEC Publication #110
6. "Child Development and Social Science Education" by Irving Sigel. Parts I and II. SSEC Publication #111
7. "Child Development and Social Science Education" by Irving Sigel. Part III. SSEC Publication #112
8. "Child Development and Social Science Education" by Irving Sigel. Part IV. SSEC Publication #113
9. "Classroom Research on Subgroup Experiences in a U.S. History Class" by Keith Elkins and Martha Porter. SSEC Publication #114
10. "Morality" by Michael Scriven. SSEC Publication #122
11. "Value Claims in the Social Sciences" by Michael Scriven. SSEC Publication #123
12. "Student Values as Educational Objectives" by Michael Scriven. SSEC Publication #124
13. "A Short Guide to the Literature of the Social Sciences" by Peter R. and Mary Senn. SSEC Publication #126

One of the major functions of the Consortium is to increase the flow of communications between social science education projects. As a part of that effort, the Consortium prepares a newsletter devoted to new ideas and developments in social science education.

In addition to the newsletter, the Consortium sponsors conferences, arranges interproject visits, and maintains a resource center.

For information about the professional papers, newsletter, and/or conferences, write the project.

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Project: Preparation of Teaching Guides and Materials on World Geography, North American Geography, and Louisiana Geography

Director: Nicolosi, Louis

Address: Department of Education
Baton Rouge, Louisiana 70804

Purpose: To study ways and means of including physical and cultural geography in the social studies as an integral part of instruction that contributes to the attainment of basic objectives and enables school personnel to maintain a balanced program of instruction; to develop curriculum materials and guidelines based on that research.

Grade: One through Twelve

Subject: Geography

Product: The project is developing geography units for all grade levels. A handbook with a sample unit will be provided to geography teachers. The project plans to produce audiovisual materials for the geography units.

For information about the availability of these materials, write the project.

Project: Harvard Social Studies Project

Director: Oliver, Donald and Fred Newman

Address: Harvard Graduate School of Education
210 Longfellow Hall
Appian Way
Cambridge, Massachusetts 02138

Purpose: To develop social studies curriculum materials and techniques which use critical thinking, social science, law, and philosophical concepts as an approach to teaching controversial public issues.

Grade: Nine through Twelve

Subject: Social Studies, Public Issues

Product: Among the publications of the project are the Harvard Series Unit Books, each of which is a short (60 pages) pamphlet for students. The titles of the pamphlets are:

"The American Revolution"
"Taking a Stand: Discussion Guide"
"The Railroad Era"
"Religious Freedom"
"The Rise of Organized Labor"
"The Immigrant's Experience"
"Negro Views of America"
"Municipal Politics"
"The New Deal"
"Rights of the Accused"
"The Lawsuit"
"Community Change"
"Colonial Kenya"
"Communist China"
"Nazi Germany"
"20th Century Russia"

The series is available from American Education Publications, Education Center, Columbus, Ohio 43216. Also available from American Education Publications is a 15 page "Guide to Teaching the Public Issues Series." Teacher's guides for individual titles in the series have not been prepared.

In addition to these classroom materials, "Teaching Public Issues in the High School" by Oliver and Shaver is available from Houghton Mifflin, Co. Teachers who use the Public Issues Series will find this paperback handbook useful.

Also available from American Education Publications are three demonstration teaching films.

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Project: Image of Latin America: A Study of American Textbooks and School Children, Grades 2-12

Director: Perrone, Vito

Address: University of North Dakota
Grand Forks,
North Dakota 58201

Purpose: To contribute to improved student understanding of Latin America by (1) determining the extent to which national history and other social studies textbooks used in elementary and secondary schools help students understand Latin America, and (2) determining the degree of student understanding of Latin America.

Grade: Elementary and Secondary

Subject: Latin America

Product: Since this project was a research, rather than curriculum development, effort, no student materials are available. Although the supply of final reports is exhausted, a seven page summary of the study is available. The summary describes the project objectives, procedures employed, hypotheses tested, and conclusions reached.

Note: Although the director is currently a member of the faculty at the University of North Dakota, the study was conducted at Northern Michigan University.

Project: Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs

Director: Pinner, Frank A.

Address: Michigan State University
East Lansing, Michigan 48823

Purpose: To develop instruments and testing ideas which can be used to investigate (1) the "displacement mechanism theory," which can be used to explain the relationships between emotional patterns and social conflict; (2) "conflict orientations"; (3) the relationship between interest in public affairs and other conflict orientations; (4) the homogeneity or heterogeneity of social aggregates such as formal organization, cliques, crowds, and schools, with respect to orientations, interest in public affairs, and in-group feelings; (5) the relationships between indices of pluralism and conflict orientations as well as interest in public affairs.

Grade: Open

Subject: Public Affairs

Product: In addition to a research report submitted to U.S.O.E., the project has developed the instruments referred to in the above stated purpose. For information about the availability of either the report or the instruments, write the project or the United States Office of Education.

Project: Brentwood Social Studies Project

Director: Presno, Vincent

Address: Brentwood Public Schools
Brentwood, New York 11717

Purpose: To develop teacher manuals and student materials organized around key social science concepts, and presented in a way that actively involves students in the learning process.

Grade: Kindergarten through Six

Subject: Social Science

Product: The materials developed by this project include books for students and manuals for teachers. They are published under the title "Man in Action" by Prentice-Hall, Inc.

Grade K	"Advantage"
Grade 1	"People and Their Actions"
Grade 2	"People and Their Social Actions"
Grade 3	"People and Their Actions in Social Roles"
Grade 4	"Human Action in Four Societies: India, Spain, Brazil, and Egypt"
Grade 5	"Human Actions in American Society: Past and Present"
Grade 6	"Human Actions in European Society: Past and Present"

For information about the availability of these materials, contact Robert Brown, Prentice-Hall, Inc., Belmont, California.

Project: Social Studies Curriculum Center (SSCC)

Director: Price, Roy A.

Address: 409 Maxwell Hall
Syracuse University
Syracuse, New York 13210

Purpose: To identify major social science concepts and to translate them into classroom practices for grades five, eight, and eleven.

Grade: Five, Eight, and Eleven

Subject: Social Science

Product: The project has available "Major Concepts for Social Studies," by Price, Hickman, and Smith. The pamphlet, which can be obtained at small cost, contains thirty-four concepts (which have been classified as either substantive concepts, value concepts or aspects of methods), an outline, and a discussion and elaboration of one of the concepts.

In addition to several position papers, the project is completing "Major Concepts for the Disadvantaged." This work contains detailed outlines and teaching strategies for a large number of concepts.

Although classroom materials are largely completed, they are not yet available for distribution. It is anticipated that units for the ninth and tenth grades will be available in the Fall of 1969, eleventh and twelfth grades next Spring, and seventh and eighth grades the following Fall.

Project: Elementary Economics Project

Director: Rader, William D.

Address: Industrial Relations Center
1225 East 60th Street
Chicago, Illinois 60637

Purpose: To prepare economics materials which can be used to supplement existing fourth, fifth, and sixth grade social studies curricula.

Grade: Four, Five, and Six

Subject: Economics

Product: The fourth grade materials produced by the project are entitled "Elementary School Economics I," and include student readings, a student project workbook, a teacher's guide, and student tests.

The fifth grade materials, entitled "Elementary School Economics II," include the same media as the fourth grade.

The sixth grade program, "Exchange: Elementary School Economics III," consists of two student books (I and II), a teacher's edition of the two books, a teacher's guide to daily lessons, a teacher's resource book, a simulation game entitled "Market," and some maps.

The fourth and fifth grade materials are available from Allied Education Council, Galien, Michigan. The sixth grade materials are still in the experimental stage, and may be requested from the project. The sixth grade materials are expected to be commercially available for the 1969-70 school year.

Project: Law in American Society

Director: Ratcliffe, Robert H.

Address:
Law in American Society
Room 850
29 South LaSalle Street
Chicago, Illinois 60603

Purpose: To develop social studies curricula and teacher training programs which focus on the role of law in American society.

Grade: Five, Seven, Eight, Nine, Eleven, and Twelve

Subject: Social Studies, particularly American History

Product: Following are the student and teacher materials produced by the project:

Grade 5	"Law in a New Land." Student casebook and teacher handbook.
Grade 7-8	"The Law and American History." Student casebook and teacher handbook.
Grade 9	"Urban Law Series." There are six major units in this series, each of which can be used separately or in conjunction with others. The titles are "Urban Setting," "Consumer Law," "Landlord-Tenant," "Welfare," "Juvenile Delinquency," and "Crimes and Justice." A teacher manual for the entire series accompanies the units.
Grade 11-12	"Legal Issues in American History." Student casebook and teacher manual.

The above materials are currently under revision, and are available only through the project. The entire program is scheduled to be published January 1, 1970 by Houghton-Mifflin Co.

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Project: World Law Fund

Director: Reardon, Betty

Address: 11 West 42nd Street
New York, New York 10036

Purpose: To (1) facilitate and encourage the study of world order, emphasizing the potential contributions of law to the control of violence in international affairs; and (2) develop curriculum materials which help students focus on the problem of war as a factor in planning for the future and in changing the present system of international relations so that violence is no longer necessary for the resolution of conflict.

Grade: Kindergarten through Twelve

Subject: International Studies

Product: The project is in the process of preparing a series of readings which together with (1) a series of case studies on international conflict and (2) some instructional models, will form the basis for a total syllabus on world order. In addition, the project makes available study guides for three films, *Lord of the Flies*, *Dr. Strangelove*, and *High Noon*, which can be used to initiate discussions of world order problems. Two books, "Peace is Possible" and "Peace: The Control of National Power," are also available from the project. Although neither of these books was designed as secondary curricular material, the project reports that both have been used widely at the high school level. A study guide, which teachers will find useful, has been prepared for "Peace is Possible."

The project is currently working on simulation games and teaching strategies. For more detailed information about the games, strategies or materials mentioned above, contact the project.

Note: Materials for elementary grades are not yet available.

Project: The Anthropology Curriculum Project

Director: Rice, M.J.

Address: University of Georgia
105 Fain Hall
Athens, Georgia 30601

Purpose: The development of sequential units in anthropology which enable students and teachers to employ anthropological concepts as a way of developing cross cultural perspectives on human behavior.

Grade: Kindergarten through Twelve

Subject: Anthropology

Product: Four to eight-week teaching units on the following topics have been developed by the project:

Kindergarten: Concept of Culture: An Introductory Unit
Grade 1: Concept of Culture: Three Ethnographies
Grade 2: Development of Man and His Culture: New World Prehistory
Grade 3: Cultural Change: Urbanization, Detribalization, and Planned Change
Grade 4: Concept of Culture: Comparative Cultures
Grade 5: Development of Man and His Culture: Old World Prehistory
Grade 6: Cultural Change: Modernization and Industrialization
Junior High: Life Cycle

Additional units under development

Upper Elementary and Junior High: Language
Junior High: Urban Community
Junior High: Political Anthropology

The units include teachers background materials, teacher guides, student texts, student guides, pretests, and post tests.

Brochures and descriptive materials are available from the project office.

Project: Basic Concepts in History and Social Sciences

Director: Rozwenc, Edwin C.

Address: American Studies Department
Amherst College
Amherst, Massachusetts 01002

Purpose: To explore the usefulness of social science concepts in the study of history and to make teachers and students aware that sophisticated conceptualization is the key to the successful use of the inductive approach to history.

Grade: Secondary

Subject: American History

Product: The materials prepared by the project are designed to lead students to discover the organizing power of some of the concepts that historians employ in developing their explanations of events and trends in American History.

Titles already published include:

1. "Conflict and Consensus in the American Revolution"
2. "Liberty and Power in the Making of the Constitution"
3. "Democracy in the Age of Jackson"
4. "Slavery and the Breakdown of the American Consensus"
5. "Myth and Reality in the Populist Revolt"
6. "The Status Revolution and the Progressive Movement"
7. "Realism and Idealism in Wilson's Peace Program"
8. "Presidential Power in the New Deal"
9. "Containment and the Origins of the Cold War"
10. "Reconstruction and the Race Problem"
11. "The United States and the New Imperialism"

The following titles are in various stages of preparation:

1. "Ideology and the Coming of the Revolution, 1765-1775"
2. "Jefferson and the Problems of Power"
3. "John Marshall and the Concept of Property"

These materials, for which there are no teacher's guides, are available from D.C. Heath & Co.

Project: Experiments in Teacher Professional Growth

Director: Rubin, Louis

Address: Center for Coordinated Education
University of California
Santa Barbara, California 93106

Purpose: To demonstrate that (1) school faculties can organize themselves so that all teachers may engage in professional growth activities in conjunction with their teaching; (2) professional growth is best facilitated when the requirements for effective teaching are fused into an integrated program; (3) teachers can acquire teaching techniques that develop intellectual skills which are generally useful to students; (4) teaching situations vary from school to school; and (5) different kinds of learners profit from different instructional procedures.

Grade: Kindergarten through Twelve

Subject: Although the student materials developed for the experiments deal with contemporary social problems, the in-service training principles to be demonstrated have applicability to more than one discipline.

Product: The student materials developed by the project have been prepared for the purpose of conducting experiments in teacher professional growth; classroom curriculum materials are not available for general distribution at this time. Eventually, an in-service training package will be made available and it will include the student materials needed to carry out the in-service training program.

Project: An Experimental Course Entitled "An Introduction to the Social Sciences and the Humanities"

Director: Rumpf, Arthur F.

Address: Milwaukee Public Schools
Administration Building
5225 West Vliet Street
Milwaukee, Wisconsin 53208

Purpose: To develop a course of study that will give pupils insight into the physical and social nature of man, and the structure and operation of American society through concepts from the social science and humanities.

Grade: Seventh

Subject: Social Sciences and Humanities

Product: A 200-page student handbook, and a 200-page "data bank" of readings, charts, tables, etc., will be published prior to September 1969. A teacher's guide will accompany the student materials.

The materials are designed for pupils reading at the fifth grade level or above. The course represents an attempt to help the student explore such questions as "Who am I?" and "Where do I fit in?"

The printing contract was in the process of being let in March of 1969. Materials will be sold at cost.

Project: Human Dignity Through American History

Director: Satterlie, Arthur L.

Address: Vallejo Unified School District
211 Valle Vista Avenue
Vallejo, California 94590

Purpose: To develop and evaluate an American History pilot project for grades five, eight, and eleven emphasizing the historical contribution of Negro minority by means of which the student will enhance his appreciation of human dignity in all men.

Grade: Five, Eight, and Eleven

Subject: American History

Product: The project is at present developing the first draft of a teacher's curriculum and resource guide. The guide outlines the course of study, specifying the problems and concepts to be studied "via a process approach." The program is currently being tried experimentally and will be field tested throughout the Vallejo school system beginning in September, 1969.

For information about the availability of the curriculum guide produced by this ESEA Title III Project, write the director.

Project: American Liberties Project

Director: Schein, Irving

Address: All correspondence to:
Henry C. Luccock
Assistant Director of Education for Curriculum Development
Hartford Board of Education
249 High Street
Hartford, Connecticut 06103

Purpose: To prepare and implement two booklets dealing with selected constitutional cases appropriate for use with non-academic students in inner city schools.

Grade: Twelve

Subject: American Government

Product: The project has developed two booklets, "You and Your Civil Liberties" and "Problems in American Liberties" by Irving Schein. The booklets are designed to be used in conjunction with a directed reading instructional approach. Visuals accompany the booklets and include overhead projection transparencies depicting the step by step judicial progression of each constitutional case.

For information about the availability of these materials and a more complete description of them, contact Mr. Luccock.

Project: Port Royal Project

Director: Schein, Irving and George A. Taylor

Address: All correspondence to:
Henry C. Luccock
Assistant Director of Education for Curriculum Development
Hartford Board of Education
249 High Street
Hartford, Connecticut 06103

Purpose: To prepare and implement an illustrated booklet, "The Port Royal Experiment and the Afro-American," appropriate for use in inner city and suburban school districts.

Grade: Eight and Eleven

Subject: U.S. History

Product: The case-study booklet entitled "The Port Royal Experiment and the Afro-American" is designed for "non-academic" students at the eleventh grade. The materials are also being piloted at the eighth grade in four West Hartford junior high schools.

For further information about the availability of these materials and a more complete description, contact Mr. Luccock.

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Project: Experiment in Economic Education

Director: Senesh, Lawrence

Address: Department of Economics
Herman C. Krannert School of Industrial Administration
Purdue University
Lafayette, Indiana 47907

Purpose: To develop materials which relate complex social science concepts to the child's life experiences.

Grade: One through Six

Subject: Social Sciences

Product: Materials for grades one through three are completed and available from Science Research Associates, 259 East Erie Street, Chicago, Ill. These materials are not available through the project. Materials for grades four, five, and six are in the process of being developed.

Grade 1: "Families at Work"
Grade 2: "Neighbors at Work"
Grade 3: "Cities at Work"

The media for grades one, two, and three include a student text, an activity book for students, and a teacher resource book. A record set is available for grades one and two.

Project: Utah State University Social Studies Project--A Curriculum Focused on Thinking Reflectively About Public Issues

Director: Shaver, James P.

Address:
Bureau of Educational Research
Utah State University
Logan, Utah 84321

Purpose: To develop, for use in social studies instruction, an Outline of Concepts for the Analysis of Public Issues appropriate for dealing rationally with public issues; to develop suggestions and materials for teaching the concepts in the Outline.

Grade: Secondary

Subject: Social Studies

Product: Materials are still in the developmental stage. The following materials have been prepared; only the Outline has been distributed:

1. "Outline of Concepts for the Analysis of Public Issues"
2. "Student Guide to the Analysis of Public Controversy" (a narrative overview of "Outline")
3. Thirty "teaching bundles"

A teacher's guide for the materials will be prepared. Publishing arrangements have not been completed. An announcement regarding the availability of the materials will be made to those on the project's mailing list.

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Project: Providence Social Studies Curriculum Project

Director: Shinn, Ridgway F., Jr.

Address: Rhode Island College
Providence, Rhode Island 02908

Purpose: To test the theory that geography and history can be used as integrating disciplines to draw concepts, content, vocabulary, and certain aspects of method out of the six major disciplines of the social sciences; to build this into a program of teaching units oriented to concept formation; to demonstrate the ways in which a small college and a public school system may work cooperatively to bring about curricular change.

Grade: Kindergarten through Twelve

Subject: Social Studies

Product: The materials developed by the project consist of curriculum guides and resource units.

The program for grades kindergarten through three consists of four resource units and a curriculum guide. The units focus on family functions and patterns, man's basic needs, neighborhoods and communities. The kindergarten through three curriculum guide is entitled "Neighborhoods."

Materials for grades four through seven include a curriculum guide entitled "Regions" and 19 resource units. The grade four program is entitled "A Type Study of Regions"; grade five, "An Analysis of One Culture Region: Anglo-America"; grade six, "A Comparison of Two Culture Regions: Africa and Latin America"; grade seven, "Studies of Three Culture Regions: Southeast Asia, Western Europe, and the Soviet."

The curriculum guide for grades eight through eleven is entitled "Civilizations." The grade eight and nine programs are both entitled "A Study of Contemporary Civilizations"; grades ten and eleven are combined into one section entitled "American Studies."

The materials for grade twelve are not yet developed. All the above materials are available through the Rhode Island College Book Store, excepting the resource units for grades two, three, nine, ten, and eleven; these are expected to be available by September 1969.

Project: A Demonstration Project Showing Methodology, Research, and Process in the Development of Resource Units for the Humanities

Director: Sibley, J. Ashley, Jr.

Address: East Baton Rouge Parish School Board
P.O. Box 2950
Baton Rouge, Louisiana 70821

Purpose: To develop resource units for depth study of the history and contributions of various cultural groups to the social, political, and economic life of the Baton Rouge Community.

Grade: Eight

Subject: Social Studies

Product: Development of the resource units is to be preceded by a survey of the existing cultures in the Baton Rouge Community and an investigation of the societal contributions of the various cultural groups to that community.

For information about the availability of the findings of the study or the resource units, write the director.

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Project: Task Force on Minority Cultures

Director: Skjervold, Christian

Address:
Work Opportunity Center
107 S.E. 4th Street
Minneapolis, Minnesota 55414

Purpose: To provide, encourage, and support teaching/learning situations through which students of the Minneapolis Public Schools show growth in their ability to relate to other persons as human beings.

Grade: Four, Five, Seven, Nine, and Twelve

Subject: Minority Cultures

Product: The project is in the process of developing and field testing micro-units. There are at present nearly twenty units, each of which require between four and five hours instruction. Additional units will be developed.

The units are scheduled to be available for purchase in the Fall of 1969 at a minimal cost. The units are expected to be commercially published sometime thereafter.

Project: World History Project

Director: Stavrianos, L.S.

Address: Department of History
Northwestern University
Evanston, Illinois 60201

Purpose: To develop curriculum materials for students and teachers.

Grade: Junior and Senior High School

Subject: World History

Product: Completed and published materials from the project include:

1. "Global History of Man." Prepared for use at the tenth, eleventh, and twelfth grades, this text is global in both approach and coverage. The student's study begins with an analysis of existing conditions and institutions and is followed by an investigation of the historical sources of those conditions.

2. "Readings in World History." Prepared for use at the tenth, eleventh, and twelfth grades, this collection of readings makes extensive use of primary sources. The selections are coordinated with "Global History of Man" by cross reference.

Both of these titles are published by Allyn and Bacon. 1970 editions are forthcoming.

Materials currently in preparation at the project include a basal World History text, teacher's guide, and supplementary materials. The materials offer an interdisciplinary approach to World History. The materials trace man's past through five basic technological revolutions (human, agricultural, urban, industrial, and current) and are designed for use at the seventh grade. The materials are expected to be completed by June of 1970.

Project: Ortega Park Teachers Laboratory

Director: Suchman, Richard

Address: Ortega Park Teachers Laboratory
P.O. Box 4173
Woodside, California 94062

Purpose: To provide teachers with an opportunity to grow professionally by making it possible for them to inquire into the nature of the learner and the learning process; to gain a theoretical orientation toward education; to evolve and test their own theories; to experiment, explore and try out their own ideas and techniques; and, to provide an opportunity for enrichment through ideas and techniques of other teachers.

Grade: Open

Subject: Open

Product: The laboratory is located near Menlo Park in a setting of tall trees and near-wilderness. The laboratory was located in a semi-remote area because of the ideal environment for inquiry it affords. The principle buildings on the expansive grounds include a laboratory for testing ideas and a large Spanish-American Casa for theorizing.

A section from the first newsletter reads as follows: "Its (the laboratory) lack of formal appearance--of plastic and chromium--its very disregard for compulsive neatness or sparkle--underscores our emphasis on people rather than on things. It symbolizes the Mark Hopkins log. It is a place where people can become comfortably empirical without concern for formality, achievement, or conformity. This does not mean the (laboratory) will be without materials. To the contrary, we will make available...a very wide variety of things--everything from tabletop computers to hamsters.

The house is for theorizing. In seminars and group discussions, on the sunny balcony overlooking the Pacific and the forest slopes, around the fireplace in the cool evenings, at the dinner table or during a breakfast buffet--a chance to talk over ideas, to try them out on other people, and to listen to the experiences and ideas of others.

Ortega Park itself, with its 78 acres of redwood forest, offers an opportunity for contemplation--a chance to be alone and silent, to think about theories and experiments."

(continued)

Ortega Park offers a variety of programs and services. Both individuals and groups can attend although a limit is placed on the number of registrants for each program.

For further information, contact Ortega Park Teachers Laboratory at the address given above, or phone (451) 851-0934.

Project: Taba Curriculum Development Project

Directors: Wallen, Norman E., Mary C. Durkin, and Jack R. Fraenkel

Address:
Room 10, Education Building
San Francisco State College
1600 Holloway
San Francisco, California 94132

Purpose: To prepare for grades one through eight a social studies program which can be used to help students develop in the following areas:

(1) development of thinking skills
(2) acquisition of selected knowledge
(3) formation of selected attitudes
(4) development of those academic and social skills necessary to achieve the prior three objectives

Grade: One through Eight

Subject: Social Studies

Product: The materials developed by the project consist of a series of curriculum guides in the form of teaching learning units. Developed partially in cooperation initially with the Contra Costa County Schools, the units focus on the following:

Grade 1: The Family
Grade 2: The Community
Grade 3: A Study in Comparative Communities
Grade 4: California - Yesterday and Today
Grade 5: A History of the United States and Its Relationships with Canada
Grade 6: Selected Ways of Life in Latin America
Grade 7: Key Elements in the Growth and Development of Western Civilization
Grade 8: The Growth of the American Nation

The units are at present untitled, but titles for each of the grades are currently being formulated. Each of the units will be in paperback book form, and available in the public domain as of August, 1969. Copyrighted versions of these same units, modified slightly, will be available for purchase from Addison-Wesley Publishing Company, Menlo Park, California also in August of 1969. For further information about any of these materials, write the project.

Project: Education Development Center's Legal Studies Curriculum Program

Director: Wertheim, Ronald P.

Address: Education Development Center
15 Mifflin Place
Cambridge, Massachusetts 02138

Purpose: To develop a curriculum for teaching law in the schools which cultivates the capacity for rational thinking and decision-making with respect to issues affecting every member of society.

Grade: Elementary and Secondary

Subject: Law

Product: Since this project is in the very early stages of operation, curriculum materials have not yet been developed. The first phase of the program will consist of preliminary study of questions which are fundamental in planning the optimum shape and content of the program for various pupil age-maturation levels.

Note: Because of lack of funding, the project has been temporarily abandoned.

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Project: Preparation and Evaluation of Social Studies Curriculum Guides and Materials for Grades K through 14

Director: West, Dr. Edith

Address: Project Social Studies
130 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455

Purpose: To develop and evaluate curriculum materials which (1) place increased emphasis on the behavioral sciences and the non-western world; (2) meet the needs of pupils of different ability levels; and (3) help students develop inquiry skills as well as a sound knowledge of the social sciences.

Grade: Kindergarten through Fourteen

Subject: Social Sciences

Product: The early work of this project led to the identification of curricular goals, a list of criteria for selecting content, and principles for organizing content from one grade level to another. The staff selected the anthropological concept of culture to provide the thread to tie the entire curriculum together. The project developed a curricular framework to provide continuity and sequence for the key concepts, generalizations, skills, and attitudinal behaviors which had been identified as goals.

In these preliminary stages of work, staff members developed a series of background papers on each of the social sciences, on the social sciences as a whole, on learning principles, on skills, on values, and on concepts, generalizations, and theories.

As a result of this work a kindergarten through twelve curriculum was developed. The materials include both student materials and teacher guides and resource materials. Various portions of this curriculum are available in mimeographed form from the project.

Although the project's final report is no longer available from the project, various background papers are. For information about these papers, and/or the above mentioned student and teacher materials, write the project.

Project: Econ 12

Director: Wiggins, Suzanne and John Sperling

Address: Economic Education Center
San Jose State College
San Jose, California 95114

Purpose: To develop a system of integrated instructional materials which (1) introduces students to the power of economic analysis by training them to use economic knowledge and reasoning to analyze public policy controversy; (2) encourages students to develop economic perspectives about social problems; and (3) prepares them to make personal economic decisions based on an understanding of the options available to them in the American economy.

Grade: Eleven and Twelve

Subject: Economics

Product: The course consists of four units. The first unit introduces the conceptual structure of the course. The second unit is a study of the U.S. market economy. The third is on monitary and fiscal policies, and the fourth is a study in comparative economic systems.

The following materials have been developed by the project:

1. Econ 12: Student text, student readings, student workbook (including programmed instruction modules), teacher's guide, transparencies, and filmstrips.
2. Econ 12: Final Report
3. Films: "Model Man," "Circular Flow Model," and "Production."

The project's final report to the U.S. Office of Education is available from the Economic Education Center. The supply of course materials, however, is exhausted and will not be available until published (sometime in 1970 by Addison-Wesley Publishing Co.). The three films can be rented from the Center.

Also available from the Economic Education Center is a report on the teaching of Econ 12 at the college level.

Project: The Identification of Criteria for the Effective Use of Films in Teaching History in the Classroom, In a Variety of Teaching Situations, Grades 7-12. (Project No. 7-C-018. Contract No. OEC-1-7-070018-3517.)

Director: Zangrando, Robert

Address: American Historical Association
Service Center for Teachers of History
400 A Street, S.E.
Washington, D.C. 20003

Purpose: To identify and discuss those factors or criteria that should enter into the educator's judgmental patterns when he or she wishes to employ film in history instruction; to enrich history instruction through a more effective use of films.

Grade: Junior and Senior High School

Subject: History

Product: The final report on the project was submitted to the United States Office of Education in July of 1968. The report will be available through the USOE ERIC system, sometime in the Spring of 1969.

No student materials were produced.

Project: Service Center for Teachers of History of the American Historical Association

Director: Zangrando, Robert

Address: American Historical Association
400 A Street, S.E.
Washington, D.C. 20003

Purpose: To bring teachers in the schools and scholars in the colleges and universities more closely into collaboration for the purpose of enriching classroom instruction in history and the social studies at the pre-college level.

Grade: All grades at which history is taught.

Subject: History

Product: The materials produced by the project were designed for teachers. The materials include 74 separate titles in a pamphlet series. A list of the pamphlets, which are published by the American Historical Association, is available through the project.

In addition, the project sponsors some 25 conferences and workshops each year. For further information about these conferences, contact the project.